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ABSTRACT

The 12 articles in this issue focus on the theme of family history resources: (1) "Introduction: Family History Resources" (Joseph F. Shubert); (2) "Work, Credentials, and Expectations of a Professional Genealogist" (Coreen P. Hallenbeck and Lewis W. Hallenbeck); (3) "Computers and Genealogy" (Theresa C. Strasser); (4) "Finding Historical Records in New York State: The Historical Documents Inventory and Trails" (Kathleen D. Roe); (5) "New York's Local Government Records Useful in Family History Research" (Warren F. Broderick); (6) "Genealogy Services in Small Libraries" (Marie S. Carlson); (7) "Using Newspapers for Family History Research in New York State" (Barbara Nichols Randall and Walter Cybulski); (8) "Manus Manum Lavat--Genealogy and Libraries: A Cooperative Enterprise" (James Corsaro); (9) "Paths to the Past for Youth--It's in the Blood" (Patricia Carter Sluby); (10) "Teaching and Learning with Historic Records" (David Golden); (11) "Building Blocks of the Past--The Community Biography Approach to Local History" (Stefan Bielinski); (11) "The Mormon Connection in Family History" (Loren V. Fay); and (12) "Advice on Preserving Family History Photographs and Documents" (Karen Motylewski and Gary Albright). A listing of New York State Library Genealogical Services and a report submitted by the Regents Advisory Council on Libraries to the Board of Regents Cultural Education Committee are also provided. (MAB)

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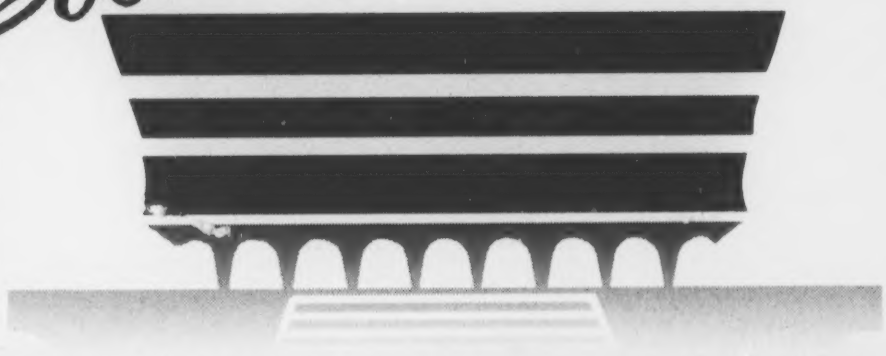

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NEW YORK STATE LIBRARY

The Bookmark

CONTENTS

142 Introduction: Family History Resources *By Joseph F. Shubert*

143 Work, Credentials and Expectations of a Professional Genealogist *By Coreen P. Hallenbeck and Lewis W. Hallenbeck*

147 Computers and Genealogy *By Theresa C. Strasser*

153 Finding Historical Records in New York State: The Historical Documents Inventory and Trails *By Kathleen D. Roe*

157 New York's Local Government Records Useful in Family History Research *By Warren F. Broderick*

161 Genealogy Services in Small Libraries *By Marie S. Carlson*

165 Using Newspapers for Family History Research in New York State *By Barbara Nichols Randall and Walter Cybulski*

177 *Manus Manum Lavat* — Genealogy and Libraries: A Cooperative Enterprise *By James Corsaro*

183 Paths to the Past for Youth — It's In the Blood *By Patricia Carter Sluby*

189 Teaching and Learning with Historic Records *By David Golden*

195 Building Blocks of the Past — The Community Biography Approach to Local History *By Stefan Bielinski*

199 The Mormon Connection in Family History *By Loren V. Fay*

201 Advice on Preserving Family History Photographs and Documents *By Karen Motylewski and Gary Albright*

205 New York State Library Genealogical Services

208 Regents Advisory Council on Libraries Report to the Board of Regents Cultural Education Committee

Briefer information: Library of Congress Genealogies 146; Samurai Bookworm 152; Low-Cost/No-Cost Improvement in Climate Control 160; Two Thousand Librarie's Participate in the 1992 Great New York Read Aloud 176; Index to Birth, Death and Marriage Records Now at the State Archives 182; Maurice L. Tainter 194; Coming the in *The Bookmark* 214.

FAMILY HISTORY RESOURCES

At least once during the year, the feature pages of most newspapers carry some intriguing article about family history research. The article usually focusses on an adult who experiences some event (such as the birth of a child or grandchild, the visit of relatives, or retirement) or discovery (perhaps some letters or photographs, a visit to an historic site, or the success of a friend in finding out about their roots). The article then proceeds to describe how that person collected information from relatives and began using a library to learn more about the family.

Librarians and people who work in historical societies and county courthouses know firsthand how excited, determined and thorough family historians can be. In fact, books and articles in library collections often plant the seed of interest. Alex Haley's *Roots* probably remains the greatest incentive for many people to start collecting family information, although others may have been intrigued by "The Rightful Owner," an article in the "Reporter at Large" department of the August 27, 1990, issue of *The New Yorker*. No wonder family history has become, after stamp collecting, the most popular hobby of Americans today!

One of the authors in this issue, Patricia Sluby, points out that genealogy is a "low-budget pastime" but, more important, she says that involving children in family research is both possible and exciting for parents and children alike.

This issue of *The Bookmark* is designed to help librarians, researchers and others interested in family and local history. It includes articles by professional genealogists, librarians, archivists, historians and teachers. Coreen and Lewis Hallenbeck describe the work of the certified genealogist. Terry Strasser, Kathleen Roe, Warren Broderick and Loren Fay describe printed, electronic and archival resources of interest to people doing genealogical and family research.

Marie Carlson recounts how she organized services for family historians and advises librarians how a small- or medium-size library can do the same. James Corsaro makes practical suggestions for ways in which librarians and genealogists can work together more productively. Reference staff of the State Library also provide information on State Library resources for family history and Barbara Nichols Randall and Walter Cybulski describe the New York State Newspaper Project. Karen Motylewski and Gary Albright provide practical information for family historians (and librarians) on conserving and preserving documents, records and photographs.

Patricia Sluby describes ways of interesting children in family history and David Golden shows how teachers and students can use historical documents in learning about themselves, democracy and their communities. Stefan Bielinski describes a unique project in which volunteers are reconstructing the lives of "ordinary people" who lived in Colonial Albany.

In addition, this issue of *The Bookmark* reports the recommendations the Regents Advisory Council on Libraries made to the Board of Regents in May 1991. We hope our readers find this issue both interesting and practical.

Joseph F Shubert

Editor

WORK, CREDENTIALS AND EXPECTATIONS OF A PROFESSIONAL GENEALOGIST

By Coreen P. Hallenbeck and Lewis W. Hallenbeck

Librarians, people interested in family research, attorneys, historical novelists and many others may have numerous questions regarding the professional genealogist. Some of these might be "what type of work is done by the professional genealogist, what credentials do they have, where does the professional genealogist research, and can they help me?"

The work of a professional genealogist will vary with the needs of each client. Many persons wish to act as their own genealogist and only employ professionals to access records in areas remote from them or that require special expertise. They wish to control the direction and pace of research, working as a partner with the genealogist they employ. Usually this person has already done a great deal of research and often has spent years compiling information. They may have analyzed their problem and have a specific record in mind they wish checked. Or they may desire more knowledge of the area in which their family lived. Perhaps they need information on military service, land owned, property described in wills, naturalization records, etc.

Others may have learned only a few basic facts about the family they are researching and require a more complete study following all family lines back towards their roots. Because they may lack the time or expertise, live too far away to access the records or are unfamiliar with local sources, they decide to employ the services of a professional genealogist.

Often the work of a professional genealogist is specialized, such as determining descendants for estate purposes. Attorneys often rely on the professional genealogist to find and prove family relationships in order to properly probate wills or, in the case of intestate proceedings where there is an estate but no will, to determine who distributees may be. In this type of case, careful and assiduous research is done. Once heirs are determined, additional time-consuming searching may be required to find their present whereabouts. Every effort must be made to determine and find legal heirs or to show proof that there are none.

Other research involves information on one line. This may be required for membership in hereditary societies such as D.A.R, S.A.R, Order of the Cincinnati, Mayflower descendants, Holland Society, etc. Preparers of family genealogies make use of this type of research. Occasionally a family structure is studied as background for books including historical novels. Another case of specialized research would be the searches requested by birth parents and adopted children who are seeking each other.

CREDENTIALS

While there are competent and experienced genealogists who are not certified by any of the rating groups, selecting a genealogist for a research assignment can be done with assurance by choosing one with such credentials. This has been facilitated by the establishment of qualification standards by rating groups. The most widely accepted of these is the Board for Certification of Genealogists, a nonprofit group founded in 1964 to promote excellence in research, writing and teaching. Six areas of specialization have been established:

C.G.R.S. Certified Genealogical Record Searcher
C.A.L.S. Certified American Lineage Specialist
C.A.I.L.S. Certified American Indian Lineage Specialist
C.G. Certified Genealogist
C.G.L. Certified Genealogical Lecturer
C.G.I. Certified Genealogical Instructor

Qualification in each category requires general abilities and specialized genealogical skills such as research methodology, knowledge of sources and report preparation. Applicants are evaluated on education and experience as well as problem solution. A written test is also a requirement with applicants submitting reports on varied genealogical subjects. Submissions are critically examined by a panel of authorities.

At five-year intervals the Board requires recertification. Each genealogist submits a report of his activities during this period including publications, teaching, speaking on genealogical subjects, attendance at conferences and participation in workshops. In addition each genealogist must forward samples of actual reports on research projects. These should show research in a variety of sources and demonstrate the range of research activities. The intent is for the Board to be assured that the genealogist is performing competent work in the grade for which he is certified and that there has been a continued maintenance and updating of skills. The high standards of contemporary research must be met in order to be recertified.

The work of a genealogist is varied. It can be routine or unusual, but it always contains the expectation of discov-

Genealogists Have Been Asked:

> *Who might have owned a long flintlock duck gun, commonly termed a "Hudson River Fowler," with M C WB 1700 engraved on the brass wrist escutcheon?*

An extensive search of maps, census records, books on gunsmiths, probate and land records led to one Martin Cornelius Witbeck of Albany County as a possible candidate.

> *My line of descent from an early family member needs to be proven in order to further document his portrait, which I own.*

Church, cemetery and Bible records, wills and land and other records were researched to establish family connections. An estate inventory and will was found mentioning this portrait and to whom it was bequeathed.

> *I am compiling an edited collection of Irish immigrants' letters and memoirs for publication. In order to present these in their fullest historical context, I need information on certain 18th and 19th century Irish families.*

Information on economic and social status, other family members, occupations, etc. was found on these families in obituaries, city directories, naturalization records and published and manuscript sources.

> *In compiling the descendants of a family, I need to know if there were other children or if the widow remarried. Since records cannot be found in Connecticut, I suspect the birth place could have been erroneously given and instead have occurred in New York State. Can these problems be resolved?*

Research including a visit to the cemetery, unpublished manuscript material, obituaries and census found additional family members, no remarriage and the correct birthplace.

> *My great grandfather came from somewhere in Ireland (or Scotland, England, Germany, Italy). We are planning a trip and would like to visit the area in which the family lived. Are there records from which this information can be learned?*

A thorough search of declarations of intent, naturalization records, passenger lists, family histories, cemetery records, census, obituaries, etc. can many times find the place of residence of the immigrant.

> *As administrator of an estate, it is my task to find all legal heirs-at-law of the decedent. For various reasons members of the family have lost touch, and I am at a loss to know how to accomplish identifying and locating them all. Can you help me?*

Through research using vital records, census, professional directories, newspapers and many other records, it was determined there were both known and unknown cousins and half-cousins living in many parts of the United States and abroad.

> *My family lives in England, but many years ago my father's brother emigrated to the United States. During the war his son, an Air Force Lieutenant, visited us. At that time his family was living in Rochester, New York. Now I would like to know what happened to our cousins in America. Would you help me find them or their children?*

By searching city directories, phone books, obituaries, land and probate records the client was put in touch with the long lost cousins.

ery and sometimes the element of surprise with an unexpected result. The research needs of clients are met by researching in libraries, archives, county clerk's and surrogate's offices and cemeteries, just to name a few.

The Board for Certification of Genealogists maintains and distributes registers of genealogists who are currently certified and will provide an arbitration service if a professional misunderstanding arises between a certified person and the consumer.

EXPECTATIONS

In general the success and cost effectiveness of genealogical research is dependent on the data furnished by the client, the availability of records and the time and resources devoted to the search.

Basically one is employing the genealogist's expertise and his time. While there is no guarantee of results, by using a certified genealogist there is an implicit assurance that every effort will be made to accomplish the assignment within the established limitations of time and cost.

In engaging the services of a certified genealogist, the consumer or client may expect the researcher to have a good knowledge of repositories and a variety of both primary and secondary records available in the area that they research, to have the ability to interpret records and to have skill in deciphering handwriting of various periods.

It may be, however, that no record has survived or was ever created on a person or that he was not in the area at the time or possibly living under another name. In this case no amount of searching will bring the desired result. To avoid disappointment it is recommended that the genealogist be asked for a realistic appraisal of the possible success of a project and its anticipated cost.

The end product of the genealogical research project will vary with the scope. The minimum expected would be a well-organized and easily understood narrative report, family charts, lists of records searched and copies of pertinent records discovered. The ultimate result could be a volume ready to be published and added to library shelves.

Coreen P. Hallenbeck *is a self-employed Certified Genealogical Record Searcher and also a Research Assistant at the McKinney Library at the Albany Institute of History and Art. She is a graduate of Syracuse University and a former employee of the Hornell Board of Education.* **Lewis W. Hallenbeck,** *since his retirement as Chief Engineer of the State Department of Transportation, has been assisting in genealogical research. He received engineering degrees from Union College and New York University and was formerly president of the Hornell Library Board and a member of the board of the Southern Tier Library System.*

The Board for Certification of Genealogists publishes an annual *Roster of Certified Persons* and distributes it to libraries, genealogical and historical societies and all persons holding certification. It also is available to any individual who is seeking professional assistance. Copies may be requested from:

Board for Certification of Genealogists
Post Office Box 5816
Falmouth, VA 22403-5816

LIBRARY OF CONGRESS *GENEALOGIES* PLANNED

Each year, about 2,000 genealogical monographs covering family names from Aarestrup to Zygilbaum are added to the Library of Congress collection. Before the end of 1991, the Library of Congress Catalog Distribution Service will make the records for these items accessible along with other genealogical information in a printed catalog. Its probable title will be *Library of Congress Genealogies Cataloged Since 1986*.

"This genealogy publication will be an extremely useful tool for identifying and accessing genealogies in the Library's collection," said Judith Austin, head of the Library of Congress Local History and Genealogy Section. Not since 1986 have family researchers had convenient bibliographic access to genealogical monographs.

Library of Congress Genealogies will consist of three sections. The first section will list 7,000 monographs in a total of 9,200 entries (many titles cover more than one family). Full catalog entries will be arranged alphabetically by family name.

The second section will contain headings and cross-references from *Library of Congress Subject Headings* for 32,000 family surnames, providing all known variant forms of names. The third section will list 2,500 older Library of Congress genealogical works in the CS71 classification that were converted to microfilm since 1983 and are available for purchase from the Library's Photoduplication Service.

COMPUTERS AND GENEALOGY

By Theresa C. Strasser

Nearly one in every five American households has a computer, not to mention everyone who has access to computers at school, on the job, or in libraries. In our technologically oriented society, computing is changing the way genealogists work, whether they are amateurs or professionals. Collecting, storing and exchanging information; analyzing, reviewing, editing and publishing data — all these tasks can be facilitated with appropriate selection of computer hardware and software and a willingness to acquire the basic technological knowledge to use them properly. Retirees with a genealogical bent access SeniorNet to find missing relatives[1]; "techies" debate the fine points of data transfer in an online genealogical conference; professional genealogists enter census data from library microfilm into a laptop computer; amateurs at home use word processing to write up the day's findings. Researchers of every description are finding computers to be useful, if not indispensable, devices.

GENEALOGICAL SOFTWARE

Pick up any issue of *The Genealogical Helper* at the library, and you will be presented with a somewhat daunting array of ads for genealogical software packages, all claiming to be user-friendly and a *sine qua non* for anyone serious about research. A growing number of publishers offer reference works on floppy disks, or entire libraries on compact disk; computer services offer to do your searching for you. In choosing among the many competing alternatives, information overload can be an obstacle. Librarians may be asked for advice by patrons who want to join the computer revolution and don't know where to start. Help is available in many forms. "How-to" articles and evaluations of software packages appear in both genealogical and computing magazines. Online assistance through commercial services or bulletin boards that carry genealogical queries is another possibility. (Some recommended print sources are listed at the end of this article.) Patrons can also request a database search for helpful articles in those libraries that offer online searching, or they may do their own searching on CD-ROM workstations. Such sources are also useful in tracking down information on historical background for genealogies, to provide context for what might otherwise be a boring collection of names and dates.

Some of the more popular commercial software packages currently in use include *Personal Ancestry File* (PAF) produced by the Church of Jesus Christ of the Latter-Day Saints (LDS), COMMSOFT Inc.'s *Roots III* and Quinsept's *Family Roots*. In addition, there are many shareware programs that can be downloaded from either commercial online services or from local bulletin boards (shareware requires a registration fee for the author only if the package will be used beyond a trial period.) Two of the best of these are Carl York's *Family Edge* and John Steed's *Brother's Keeper*.

The purpose of all genealogical software is to take the drudgery out of organizing files, to provide links between records of parents and children and to print out reports. After the first, most basic question is answered — "Will it run on my machine?" — points of comparison in evaluating genealogy programs should include how they handle data entry, records linkage and searching and what the final print product looks like. Serious researchers will also want to know how large a database can be accommodated and if a program can handle extended footnotes and text in addition to "bare bones" genealogical data. At least three types of charts should be produced: pedigree or family tree charts, ahnentafel charts (which are streamlined forms of the pedigree charts, in text rather than graphics) and family group sheets, showing the members of a single nuclear family. Error trapping routines at the point of data entry are very useful and can prevent embarrassing mistakes in dates (such as your Aunt Matilda dying three years before she was born), especially if records are intended for publication. And if they are, a program that includes indexing and the capability of producing camera-ready copy should be considered. Comprehensive and readable documentation is important, as is the availability of technical support after purchase.

No matter how sophisticated the software you use, however, it must be kept in mind that no computer package will substitute for painstaking, accurate genealogical research.

ONLINE SERVICES AND BULLETIN BOARDS: NETWORKING FOR GENEALOGISTS

After you've organized, stored and sorted your genealogical information, what do you do with it? One option is to use the computer to communicate with the world of fellow hobbyists, professional genealogists and technological experts that opens to you with the addition of a few components to your system. With a modem, a

SELECTED SOFTWARE PACKAGES: COMMERCIAL

ROOTS III by COMMSOFT is a powerful program for use on IBM computers and compatibles. It costs about $250, has received many favorable reviews and is one of the most popular programs in use today. Prints 14 different kinds of reports with good-looking output; rapid data entry with a variety of error-trapping routines. Many useful on-screen features. Handles multiple databases with over 65,000 persons per database. Structured and free-form footnotes plus unlimited text files available for each record. Supports a printed, indexed and documented family history of up to 10,000 pages. Not easy to learn, but hard to beat for sophisticated design.

COMMSOFT, Inc.
7795 Bell Road, P.O. Box 310
Windsor, CA 95492
(707) 838-4300
(800) 327-6687

PERSONAL ANCESTRAL FILE is sold by the Church of Jesus Christ of the Latter-Day Saints for $35 and comes in versions for IBM and compatibles, Macintosh and Apple. Designed for use by LDS members seeking temple ordinances for their ancestors, it is described by one reviewer as "somewhat rigid and hierarchical", but it is easy to master, with an excellent manual. A data communications program, "Genealogical Information Exchange" (GIE), formerly known as GEDCOM, allows any user to send, on disks, family history information for inclusion in the Ancestral File (see text). Many utility programs, available from online services and bulletin boards, have been written to expand the capabilities of this widely-used program.

Salt Lake Distribution Center
1999 West 1700 South
Salt Lake City, UT 84104
(800) 537-5950
In Utah: (800) 662-3756

FAMILY ROOTS by Quinsept, Inc. is another popular program that comes in versions for the IBM and compatibles (cost about $225), and for other systems. Comprehensive package; prints four types of ancestor charts and two descendant charts; has several options for other sheets and alphabetized/numerically ordered lists. Room for at least one million people. Data storage not limited to fixed-length fields. Provision for footnotes on any field, and use of word-processing files. A lower-priced starter package (LINEAGES/Standard for MS-DOS or Apple, $49) can be upgraded to full-featured program.

Quinsept, Inc.
P.O. Box 216
Lexington, MA 02173
(617) 641-2930
(800) 637-ROOT

SELECTED SOFTWARE PACKAGES: SHAREWARE

FAMILY EDGE for IBM and compatibles is supported on CompuServe by author Carl York (72571,2445). Registration fee of $19, plus $10 for latest version of software on disks. Fast, flexible entry and search procedures for multiple family files with 500 names per file. Prints a variety of charts, lists and reports with associated historical and source notes. Excellent manual with clear explanations; highly recommended for beginners. Professional version with additional features and enhanced database capacity is available for $99.

Carl J. York
P.O. Box 3157
Knoxville, TN 37927

BROTHER'S KEEPER for IBM and compatibles is supported on CompuServe by author John Steed (75745,1371). Registration fee of $40 entitles user to current version of software and a printed manual. Prints descendant, ancestor and ahnentafel charts; also alphabetical name lists, birthday lists, descendant trees and customized reports. Each person can have up to seven message lines of additional data, or an attached text file of unlimited size. Features user-defined ALT keys, and both free-text and field-specific word searches. Room for 15,000 names (future updates will increase this to over 500,000.)

John Steed
6907 Childsdale Road
Rockford, MI 49341

Both shareware programs may be downloaded from Library 3 in CompuServe's Genealogy Forum or from other online libraries; they may also be ordered directly from authors.

phone line and any of the many communications software packages available, you can go online and start exploring the once arcane precincts of electronic networking. There are several large online services that carry informational areas of interest to genealogists: CompuServe, GEnie and Prodigy are among them. Typically, such a service has a genealogy "forum" or "club" where a subscriber can read, leave or answer messages, with correspondents from all over the country and sometimes from other parts of the world. Shareware software authors and commercial package representatives are available to answer questions and get feedback on their products. Beginners who sign on to these forums for help often become so expert that they also start answering questions in their areas of interest. Message strings are generated when one query or answer captures the attention of several correspondents, who then jump onto the string with their own comments or tips or arguments. Lively interchanges can result.

There will also be an online library of files for browsing and downloading; on a large service, there are hundreds of these in each interest area. Every level of expertise is served, from helpful text files for beginners (who need to learn some of the jargon of two specialties, genealogy and computing, to find their way around) to binary files for genealogical software, including full-featured programs as well as utility routines. Text files may include lists of sources of information, such as addresses and phone numbers for genealogical societies, or tips on how to conduct research, or message strings that have been deemed to be of more than passing interest.

Another regular feature of the online services is real-time conferencing, which allows subscribers to communicate directly with each other and with experts in the field via their keyboards and monitors.

Who uses these specialized electronic clubs? Dick Eastman, sysop (system operator) of CompuServe's genealogy forum (GO ROOTS), estimates that there is a corps of several thousand users that "check in weekly", though the number varies dramatically from season to season. There are many more users who drop in occasionally just to see what's new, and others who stop by once or twice. CompuServe is the largest of the online services, with a subscriber base of over 700,000. Pricing structures vary among the services; prospective subscribers should check with a service's customer representative to find out what the current rates are and also what introductory offers and credits may be available.

Bulletin Board Systems (BBSs) offer additional possibilities for information exchange. More than 400 of these systems, worldwide, are linked through amateur networks that carry the National Genealogical Conference (or "echo"). The National Genealogical Conference (NGC) was co-founded by a bulletin board operator in Rye, New Hampshire and COMMSOFT, producer of *Roots III* and related genealogical software, in 1986. Ann Turner, COMMSOFT representative, says that some of the boards carry the "echo" only as a courtesy to some of their callers, but that about 75 boards are dedicated to genealogy, carrying the NGC and other related conferences such as Genealogy Software, International Genealogical Conference and Jewish Genealogy. There are about 200 messages a day in the NGC; messages left for the NGC on local systems or nodes are automatically copied and "echoed" on each of the participating nodes over a period of several days. A query may thus be read by thousands of users from many parts of North America and the rest of the world, for the price of a local phone call.

Genealogical bulletin boards are operated by individuals or local interest groups and societies; most are free (except for the phone call), the local sysops absorbing operating expenses. Access to any particular board may be limited to certain hours, or to limited periods of online time. One of the best examples of a well-run and active board is operated by the National Genealogical Society's Computer Interest Group (NGS/CIG) in Arlington, Virginia. It is free to all users, who need not be members of the Society. Ground rules are explained in the opening policy statement for this "scholarly BBS dedicated to the enhancement of genealogical research." A message drafted by Richard Spence, one of the NGC conference moderators for the group, is available in a text file on that board for reading online or downloading (NCG-

ONLINE SERVICES AND BULLETIN BOARDS

CompuServe, Inc.
5000 Arlington Centre Blvd.
Columbus, OH 43220
(800) 848-8990

GEnie (General Electric Information Services)
410 North Washington Street
Rockville, MD 20850
(800) 638-9636

Prodigy Services Co.
445 Hamilton Ave.
White Plains, NY 10601
(800) 776-3449

America Online
Quantum Computer Services, Inc.
8619 Westwood Center Drive
Vienna, VA 22182
(800) 227-6364

National Genealogical Society Computer Interest Group (NGS/CIG)
4527 Seventeenth St. North
Arlington, VA 22207
(703) 525-0050
BBS: (703) 528-2612

COMMSOFT Bulletin Board
7795 Bell Road, P.O. Box 310
Windsor, CA 95492
(707) 838-4300
BBS: (707) 838-6373

PROTO.TXT). Spence explains how to get started on a bulletin board, where to find information and how to compose a message. He shows how to formulate your query in such a way as to get the best response and spells out some policy considerations for online courtesy (sometimes ignored in the heat of controversy).

This bulletin board carries the related conferences mentioned above; a software message and help area explicitly supports *Family Edge*, *Family Roots*, *PAF* and *Roots II/III*, although the board has information about many other software packages.

One particularly interesting application of hi-tech genealogy as used on bulletin boards is the creation of Tiny Tafel databases. Tiny Tafels (TTs) are a special form of condensed ahnentafel for data transmission developed by COMMSOFT. TTs contain one line of text for each family line, giving Soundex code, surname, dates and other codes designating the degree of interest the compiler has in that particular line. The *Roots* programs include a Tiny Tafel generator, but TTs can also be created with a word processor, as long as the rules for formulation are strictly followed. TTs can then be uploaded to bulletin boards carrying the Tafel Matching System (TMS). Your TT can be matched with TT databases on boards all over the network for Soundex-equivalent names within the parameters you specified. (This may take several days). You can then communicate with the originators of the matching TTs, to see if any leads seem promising.

Lists of bulletin boards may be obtained on the NGS/CIG, from COMMSOFT or in the genealogy forums of the commercial online services.

COMPUTERS, MORMONS AND GENEALOGY: INFORMATION SOURCES

"...Salt Lake City is to genealogy what Hollywood is to movies, Washington is to politics, and Silicon Valley is to microcomputers."[2]

The technological contributions of the LDS Church are relevant for Mormons and non-Mormons alike. Church members have a religious obligation to do genealogical research, and in this effort they are supported by sophisticated and expert technical operations. Millions of microfilmed records, including family group sheets, names extracted from various sources and submitted to the LDS church for specialized church-related work (ordinances), as well as original civil and church records filmed all over the world, are available in the Family History Library of the LDS Church in Salt Lake City. In over 1,100 Family History Centers all over the country, these records are accessible through fee-based interlibrary loan. You will also find the main library's catalog, the names of over 150 million deceased persons in the International Genealogical Index (IGI) and the names of hundreds of thousands of living researchers.

In recent years, the church has turned its computerization efforts to producing a software package for home consumption (*Personal Ancestral File*, discussed elsewhere in this article) and to CD-ROM or compact disks for various files. The latter are now available at Family History Centers. Ultimately it will be possible to access the LDS mainframe computer using home computers equipped with modems.

Family History Centers are staffed by volunteers. In Loudonville, New York, just outside of Albany, one of these volunteers is computer expert Dick Helmes, an Information Technology manager for the New York State Department of Social Services and a non-Mormon. He can often be found spending his free time guiding computer-shy researchers through the basics of CD-ROM searching. These disks now include the Salt Lake library family history catalog, the IGI, an Ancestral File of linked lineages for more than 6 million people (compiled from submitted information) and a new resource, the Social Security Death Index. Patrons are allowed to bring their own floppy disks for downloading the results of these searches. The Centers are open to all regardless of religious affiliation.

TRENDS IN CONNECTIVITY

Computers are being used to create massive databases such as the LDS files discussed above. There are other examples. The Ellis Island Restoration Commission has collected data on about 17 million immigrants and intends to establish a genealogical tracing center for visitors, who will be able to search by computer for the ancestors who came to America via that New York gateway. The system should be online in 1992.[3] The National Archives and Records Administration has for several years been examining ways to use high technology in the form of expert systems. One of these may be a user-friendly interface for an automated document retrieval system that would allow genealogists and other researchers to search for information without help.[4] On a smaller scale, computers are being used in libraries to create databases of local interest to genealogists, such as obituaries in newspapers.[5] Small computers are linked to big computers, and the people using the computers are communicating with each other. In a field that, in the past, has too often lacked scholarly credibility, these new electronic links are helping to facilitate quality research.

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[1] Elmer-Dewitt, Philip, "Whiz Kids with White Hair; Senior Citizens Are the Newest Members of the Computer Age," *Time*, v135, February 12, 1990. p. 68 (2).

[2] Andereck, Paul A. and Richard Pence, *Computer Genealogy; A Guide to Research Through High Technology*, Salt Lake City, UT, Ancestry Incorporated, 1985. p. 248.

[3] Phalon, Richard, "Great-Great-Grandfather Was a What?!" *Forbes*, v147, April 15, 1991. p. 122 (2).

[4] Betts, Mitch, "Archives Gets Expert System; Aim is to Ease Historians' Data Retrieval Burden," *Computerworld*, v20, n36, September 8, 1986. p. 93 (2).

[5] Dykhuis, Randy, "Genealogy and Personnel on a Disk," *Small Computers in Libraries*, v8, n1, January 1988. p. 8 (2).

FOR FURTHER READING

BOOKS:

Andereck, Paul A., and Pence, Richard, *Computer Genealogy: A Guide to Research Through High Technology*, Salt Lake City, UT, Ancestry Incorporated, 1985.

Clement, Charles, ed., *Genealogy and Computers*, Proceedings of the RASD History Section, Genealogy Committee Program, July 1985, Chicago, American Library Association, 1986.

Cosgriff, John C., *Turbo Genealogy; the Computer Enhanced "How-to-Find-Your-Roots" Handbook*, Christiansburg, VA, Progenesys Press, 1987.

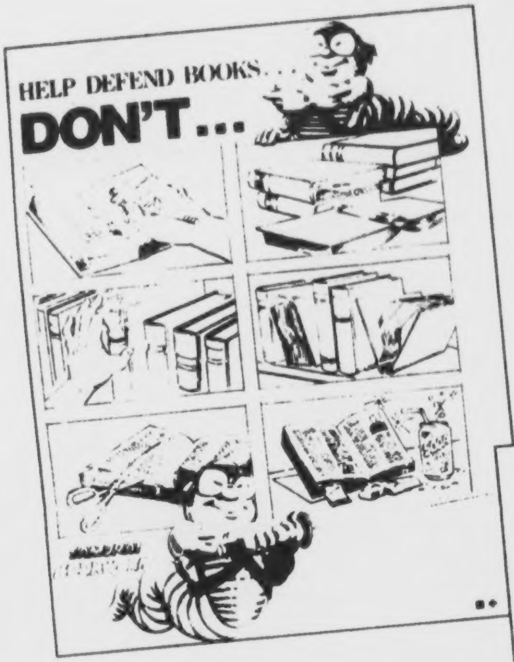
PERIODICALS:

Genealogical Computing, Robert Passaro, ed., published by Ancestry Incorporated, Box 476, Salt Lake City, UT, 84110. Quarterly.

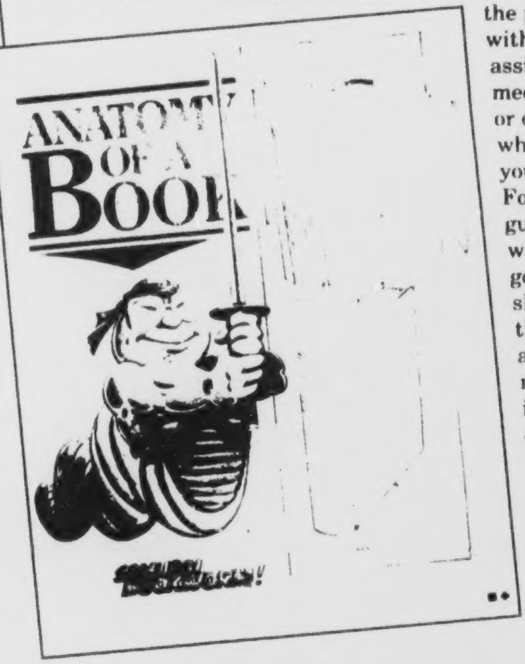
Genealogical Helper, Valarie M. Chambers, ed., published by Genealogical Publishing Co., Inc., 1001 N. Calvert St., Baltimore, ND, 21202. Bimonthly. "Computer Helper" is a regular feature.

Terry Strasser, *a Reference Librarian at the New York State Library, has published several papers in genealogy and history in such journals as the* National Genealogical Society Quarterly, *the* Journal of the South Derry Historical Society *(Northern Ireland) and* Naho. *She was the winner of the first Family History Writing Contest sponsored by the National Genealogical Society. Her E-Mail address is NYSER0010@MAIL.*

SAMURAI BOOKWORM



The Samurai Bookworm wants you to join his campaign to defend library books. To help him out, the New York State Library's Conservation/Preservation Program has prepared two posters to inform young readers (K-6) that books are fragile and that much of the damage that occurs to them is inadvertent and easily preventable. The posters also describe the "anatomy of a book," teaching readers some of the components that go into modern bookmaking. In addition, the posters come with a guide to assist library media specialists or other adults when instructing young readers. For example, the guide explains why it is not a good idea to shelve books on their fore edges, and how to mark your place in a book without breaking its spine. (It will also tell you what a book's fore edge and spine are.)



The posters are full-color and measure 17 x 22 inches. The two posters and the guide are available as a set for $5.00 (postage paid). To order, complete the form below and return it to the address given on the form with a check made payable to "The University of the State of New York."

ORDER FORM

Please send me ____ set(s) of the Samurai Bookworm Posters @ $5.00 per set. Enclosed is a check in the amount of $ ________, **made payable to "The University of The State of New York".**

RETURN TO:
Tiffany H. Allen
Division of Library Development
New York State Library
10-C-47 Cultural Education Center
Albany, New York 12230
(518) 474-6971

Name: ____

Institutional Affiliation: ______________________________

Mailing Address: ______________________________________

____

____

__________________________________Zip_______________

Phone # (_____)______________________

FINDING HISTORICAL RECORDS IN NEW YORK STATE: THE HISTORICAL DOCUMENTS INVENTORY AND TRAILS

By Kathleen D. Roe

New York has a rich history, populated by individuals, families and groups from a wide range of ethnic, racial, religious, political and social backgrounds. The past activities of this multitudinous population are reflected in their family papers, birth and death certificates, maps, photographs, diaries, letters, government records, and a seemingly endless array of historical records. These resources are a treasure trove for the family historian, and are available in a wide range of libraries, archives, historical societies, local government offices, and museums.

The problem that perplexes most family historians, however, is how to find the *right* repository where the resources relevant to their research may be identified and used. Sometimes the choices are relatively easy, such as when a birth certificate has been filed with the State Board of Health, or military service records for the Civil War available from the State Archives. Family records may not always be in the most obvious location, however. A cache of letters from a farmer's wife in Schoharie may in fact be in a repository in Dutchess County, where the friend to whom she wrote lived. Or records of a fraternal organization to which a family member belonged may be in the city of the organization's headquarters.

For many family historians, there is little hope that locating such information will be anything but serendipitous. Fortunately, in New York State, a survey of the holdings of all historical records repositories has been under way for the past 12 years, and provides a key to locating such family history resources. The Historical Documents Inventory (HDI), a project of the Historical Resources Center at Cornell University, provides a useful tool for locating historical resources around the State. Although the Historical Resources Center has ceased existence, the results of the HDI are available both in printed volumes and in an online database, the Research Libraries Information Network (RLIN).

FOR MORE INFORMATION ABOUT THE HISTORICAL RECORDS INVENTORY

Information on ordering copies of the HDI guides may be obtained from:

HDI Guides
New York State Archives and Records Administration
Room 9B44 Cultural Education Center
Albany, NY 12230

This article provides basic information on the kinds of repositories and information collected by the Historical Documents Inventory, how it is made available to the general public, and the future possibilities for availability through a statewide database called TRAILS.

THE HISTORICAL DOCUMENTS INVENTORY SURVEY, 1978-91

In the late 1970s, staff of the New York Historical Resources Center, a department at Cornell University's Olin Library dedicated to encouraging research on New York State's history, realized how difficult it was to find information on historical records repositories in New York State and descriptions of their holdings. The Center initiated the Historical Documents Inventory (HDI) to systematically identify and provide information on the historically valuable records held by New York repositories. During the years 1978-91, in addition to ongoing support from Cornell, the HDI received grants from the National Endowment for the Humanities and the National Historical Publications and Records Commission. After 1984, its funding was derived primarily from State appropriations via contracts through the State Archives and Records Administration (SARA), part of the State Education Department.

Beginning in 1978, field surveyors began traveling to repositories throughout the State, surveying repositories in each of the nine regional Reference and Research Library Resource systems from Western New York to Long Island. The entire survey of repositories was accomplished with the completion of Long Island repositories in March 1991. The over 1,700 repositories surveyed include formal archives in government and in private institutions as well as libraries, historical societies, museums, universities and other programs that collect and administer historical records and make them available to the public on a regular basis. Collection and repository descriptions were put initially into an automated system, SPINDEX, and later transferred to the Research Libraries Information Network (RLIN), a national online library research database.

HDI GUIDES

As each county was inventoried, a computer-generated county guide was published providing information on each repository and its holdings. For Manhattan, guides are by institutional type (such as: performing arts archives, historical societies and art museums), since a single guide could accommodate the massive number of repositories. To date, 75 guides have been produced, and are used by scholars, graduate students, local historians, teachers, and genealogists among others, to identify historical records relevant to their varied research needs. The printed guides have indexes by personal name, corporate name, place name, and subject. Although the survey has been completed, as of 1991, guides remain to be produced for some Manhattan repositories and for Long Island.

The guides are currently available from the State Archives and Records Administration. A list of the guides available and ordering information may be obtained from the address at the end of this article.

AUTOMATED ACCESS TO THE HDI

The HDI information is also available in the Research Libraries Information Network, a national online research database available at many major repositories around New York State, as well as at both the New York State Library and the New York State Archives and Records Administration. Family historians should be aware that this database requires a trained staff person to search, and each repository must be contacted individually about its own policies on when and for what purposes it will conduct searches, and whether it will charge for searches.

TYPES OF INFORMATION IN THE HISTORICAL DOCUMENTS INVENTORY

The HDI was a *survey* of historical records at a general level. It is intended as a "blunt" pointer to give researchers an idea of the overall types of materials, people, events, organizations, and topics that are included in a repositories holdings. As a result, the HDI survey information will generally not tell a family historian that information exists on a particular individual. However, it will indicate that a repository has such things as significant holdings of maps from a particular area, family papers from certain surnames, vital records from a certain town or county, records from a school or academy. The family history researcher can then contact the individual repository to find out whether they have more detailed indexes, finding aids or other research aids that may be searched for the specific information needed.

Examples of the types of information in the HDI follow:

Genealogy Collection 1950 (approx.)—1.0 c.f., 7,000 file cards (approx.)

Genealogical information relating to families of the Town of Wheatland; data on births, deaths, and marriages listed on c.7,000 file cards. More extensive information on large and/or prominent families, including the Armstrong, Boyd, Brown, Carver, Garbutt, Harmon, McVean, Sheffer, and Slocum families.

The core of the card file was prepared by Carl F. Schmidt in preparation for his HISTORY OF THE TOWN OF WHEATLAND, published by the author, 1953.

Map and Atlas Collection 1859-1950

4 items

Map of the Roswell Sheffer Farm and land adjacent in the Town of Wheatland belonging to Isaac Budlong, Esq., surveyed by H.M. Cornell, civil engineer, March 25 & April 8, 1859; F.W. Beers Atlas of Monroe County, 1872; map of county roads showing retail shopping areas, 1928; and map of the Village of Scottsville, compiled from sections of George Stevens' Survey made in 1841 and additional material by Carl F. Schmidt, Scottsville, N.Y. 1950.

Miller Family. Diaries 1857-1925

55 vols.

Diaries of Myron, Elbert, and Emily (Emma) Halbert Miller. Entries tell of family events and daily life in the Town of Wheatland, the Village of Scottsville, and the hamlet of Garbutt, New York.

Oral History Collection 1978 (approx.)

21 Cassettes

Reminiscences of early days of Wheatland by longtime local residents, concerning people, places, events, and daily life in Wheatland, Scottsville, and various hamlets of Wheatland, and history of the Scottsville Free Library.

Photograph Collection 1850 (approx.)—2.0 c.f.

Photographs of disasters, including the 1972 Hurricane Agnes Flood; the Budlong family and farm; the Scottsville and LeRoy Railroad Centennial, 1938; Wheatland Centennial, 1889; Wheatland World War II veterans; Scottsville Sesquicentennial, 1971; and miscellaneous early photographs of people and places in Wheatland.

TRAILS

In 1989, SARA proposed the enhancement and extension of HDI into a fuller "Total Archives and Records Information Liaison and Services." TRAILS is envisioned as consisting of a database, readily accessible statewide, of information on archival records in historical records repositories and in State and local government, and on selected active records systems in State and local government. The database might be made available on CD-

RESEARCH LIBRARIES INFORMATION NETWORK

Libraries and Archives in New York State that are archives and manuscripts members of the Research Libraries Group, the sponsoring organization for the Research Libraries Information Network (RLIN), are listed below. Each repository has different policies on searching for the public and should be contacted before requesting a search. Other public and university libraries may have searching access to RLIN, so researchers may want to inquire of their local institutions whether access is available there.

New York State Archives and Records Administration
Reference Unit
Cultural Education Center
Albany, NY 12230
(518) 474-8955

New York State Library
Manuscripts & Special Collections Section
Cultural Education Center
Albany, NY 12230
(518) 474-6282

Cornell University
Department of Manuscripts and University Archives
101 Olin Library
Ithaca, NY 14851-5301
(607) 255-3530

The University at Albany
State University of New York
University Library
Reference Department or University Archives
1400 Washington Avenue
Albany, NY 12222
(518) 442-3542 or 442-3544

State University of New York at Buffalo
University Archives
420 Capen Hall
Buffalo, NY 14260
(716) 636-2916

State University of New York at Stony Brook
Reference Department
Library
Stony Brook, NY 11794-3323
(516) 632-7110

The New York Public Library
Rare Books and Manuscripts
The Research Libraries
5th Avenue and 42nd Street
New York, NY 10018-2788
(212) 930-0801

Rockefeller Archive Center
Pocantico Hills
North Tarrytown, NY 10591
(914) 631-4505

The New-York Historical Society
Library
170 Central Park West
New York, NY 10024
(212) 873-3400

New York University
Bobst Library, Archives
70 Washington Square South
New York, NY 10012
(212) 998-2644

Columbia University
Rare Books and Manuscripts
801 Butler Library
New York, NY 10027
(212) 280-2232

City of New York
Department of Records & Information Services
31 Chambers Street
New York, NY 10007
(212) 566-4284

Syracuse University
University Archives
George Arends Research Library
Syracuse, NY 13244-2010
(315) 443-2697

University of Rochester
Department of Rare Books, Manuscripts, and Archives
Rush Rhees Library
Rochester, NY 14627
(716) 275-4477

ROM, or as an online dial-up database, but it would be widely available in common sites used by the public, including libraries, schools, and government offices. In addition, related services would be provided, including training and technical assistance in the description of archives and records systems; promotion of the use of the database by researchers, educators, and other citizens; and periodic publications such as directories to repositories or statewide finding aids.

As preliminary steps toward TRAILS, several near term objectives have been identified. First, the entry of HDI survey records and publication of remaining guides needs to be completed. Plans need to be developed for regular additions to the information in the database so it is current and up-to-date, which will ensure its continuing value. In addition to completing the HDI, plans need to be made for expanding the database to increase its strength as a resource. One important step is obtaining descriptions of many more collections in such large repositories as The New York Public Library, The New-York Historical Society, the New York City Department of Records and Information Services, New York University, the New York State Archives, and the Manuscripts and Special Collections Section of the New York State Library, which were too large to inventory completely during the HDI survey. These repositories have significant resources that need to be part of the database.

Over the past several years, rapid developments have been going on in the area of local government records. Through the Local Government Records Management Improvement Fund, hundreds of local governments have been inventorying their records. Efforts are underway to develop software that will allow this information to be automated, and to make it available to the public.

Further development of TRAILS depends largely on the State's financial conditions in the coming years, and whether funding can be made available to complete the HDI work, and then develop further means of access to this and related information on historical records.

CONCLUSION

The Historical Documents Inventory is an important resource available to family historians interested in New York. It provides an overview of the holdings of over 1,800 repositories, helping the family historian to identify appropriate historical societies, libraries, governments, and museums to contact for more detailed information. Hopefully in the coming decade, the information in the HDI, along with information about larger repositories and local governments will also become readily available in local libraries, archives, and other common research sites through TRAILS. The interest New York has taken in providing access to its valuable historical resources will benefit family historians all over the country.

Kathleen D. Roe *is Coordinator of the New York State Archives and Records Administration Statewide Historical Records Programs. Before assuming that responsibility in 1990, she was Associate Archivist for Collections Management. Before joining the New York State Archives staff in 1979, she worked and studied in Michigan. She is the author of articles in the* American Archivist, Library Classification and Cataloging *and other journals,* Teaching With Historical Records *(1981) and (with Alden N. Monroe) the essay "What's the Purpose?: Functional Access to Archival Records" in* Extending MARC: Subject Access to Special Materials *by Molholt and Peterson (1988).*

NEW YORK'S LOCAL GOVERNMENT RECORDS USEFUL IN FAMILY HISTORY RESEARCH

By Warren F. Broderick

Researchers of family history and genealogy generally are aware that some New York local government records may contain information concerning their ancestors. These researchers are often unaware, however, of the wide array of local records they may consult, and where these useful and important records may be found. This article is based on a State Archives and Records Administration information leaflet prepared to inform the ever-increasing number of persons engaged in family history research, and to illustrate for local officials which sorts of records comprise the most valuable sources of genealogical information. The following types of records are found at local governments in New York State and are useful for local community historians and scholarly researchers.

Birth, Death and Marriage Records

(1847-1852, 1880-present)

While they officially are considered State government records, official birth, death and marriage records (often referred to as "vital records" or "vital statistics") are maintained locally by clerks and/or registrars of vital statistics, acting as agents of the State Commissioner of Health. Other than during a brief period between 1847 and 1852, these records generally were not created by local governments in New York State until 1880. Some cities hold vital records dating from the 1860s and 1870s. Records created since 1880 are subject to access and copying restrictions promulgated by the Commissioner of Health. More information is available from the Vital Records Section, New York State Department of Health, Corning Tower, Albany, NY 12227 (phone 518-474-3075). The State Archives and Records Administration now holds a statewide microfiche index of official vital records (births more than 75 years ago and deaths and marriages more than 50 years ago). One may consult this index by visiting SARA or by calling their Reference Services Unit at 518-474-8955.

The local "registrar" is often the town, village or city clerk, or the clerk's designee, but in Monroe, Onondaga and Tompkins counties (known as "county registration districts") the county health departments serve as registrar. County clerks sometimes maintained marriage records during the early 1900s, and, on occasion, births, deaths and marriages were recorded in 17th through early 19th century town "records books" along with minutes and other information.

Probate Records

(1787-present)

The proving of wills, settling of estates and administration of guardianships have been in county jurisdiction since 1787. While wills and letters of administration are recorded in libers, supporting documentation found in casefiles contains valuable information that may not be recorded elsewhere. These records include petitions listing heirs, inventories of personal property, administrators' itemized accounts, petitions for guardianship, bonds, original wills and individual bills and receipts. Probate records are found at the county surrogate's court. Towns created during the colonial period may sometimes have scattered probate records as well.

Other Court Records

(1683-present)

Civil and criminal cases have been handled at the county, city, town and village levels since colonial times. County-level courts have included the Court of Sessions, Court of Common Pleas, Court of Oyer and Terminer, Supreme Court, County Court and Family Court. Other municipalities have been served by local justices, who kept civil, criminal and motor vehicle records. While claims, proceedings and judgments generally have been recorded in volumes known as "dockets," valuable detailed information on individual cases may be found in supporting case files. Inactive court records usually are kept by county, city, town and village clerks, and constitute a vast, all but untapped resource for family history research. Jury lists, filed with county and municipal clerks, are valuable because they often provide occupations of prospective jurors.

Local court records cover a broad variety of cases, including indebtedness, mortgage foreclosure, insolvency and divorce. Adoption records are sealed by court order and many family court records contain confidential materials and are unavailable for research purposes without judicial permission. Access to divorce cases in Supreme Court less than 100 years old is also prohibited without judicial permission. Access to court records comes under the jurisdiction of the State Office of Court Administration. For information regarding access to court records, contact OCA at 80 Centre Street, New York, NY 10007 (phone 212-587-4778).

Census Records
(1790-present)

Copies of Federal and state censuses traditionally have been filed with county clerks and are a well-known source for family history information. Beginning with the 1850 Federal Census all residents are listed individually. As a general rule, the more recent the enumeration, the more detailed is the information recorded. Many censuses can be consulted on microfilm. In some instances this microfilm is available on interlibrary loan. In rare instances, censuses may be found at cities, towns, villages and school districts as well as at counties. For a detailed listing of holdings at local governments, and information on consulting censuses on microfilm, consult *New York State Census Records 1790-1925* (Bibliography Bulletin 88) published by the New York State Library in 1981. This may be purchased from Documents/Gift and Exchange, New York State Library, 6th floor CEC, Albany, NY 12230 (phone 518-474-5953).

Real Property Records
(17th century to present)

Recording property transactions always has been an essential function of local government in New York State. Deeds, mortgages, maps and related records contain information on individuals as well as their real property holdings. Deeds, for instance, sometimes provide detailed lists of heirs who received portions of a decedent's property. While these are generally found at county clerks' offices, 17th and 18th century land transactions were recorded at towns and often with city chamberlains as well. Some deeds predating the mid-19th century may never have been officially recorded at local governments.

Taxation and Assessment Records
(17th century to present)

Assessment rolls and tax rolls are closely related and constitute the basic records of property and its valuation. These also record the land owners' names and sometimes information on location, size and use of the property and what is constructed on it. Since the 1850s, counties have collected past-due taxes and their chief fiscal officers retained warrant copies of city, town and village tax rolls. Westchester County, where warrant tax rolls are retained by towns, is the exception. In other counties, copies of older tax and assessment rolls may sometimes be found at cities, towns and villages.

Naturalization Records
(ca. 1800-early 1900s)

These records were generated upon an alien's application to a local court for citizenship. The most important series are aliens' declarations of intention, applications for citizenship and records of actual naturalization. Some contain information on date of birth, country of nativity, locality of foreign residence, and date and place of entry into the United States. These records generally are found at county clerks' offices but also may be found in the records of city courts. These usually have been recorded into volumes for which indexes have been provided.

Military Service Records
(ca. 1840-ca. 1920)

Local governments formerly had responsibility of determining eligibility for military service and supporting local militias through special assessments. Such records may be found as lists of persons eligible for military duty; lists of soldiers, officers and seamen; and militia tax or assessment rolls. These may be kept by the county clerk or chief fiscal officer, or by city or town clerks. Veterans' discharge records have been filed with county clerks since 1909.

Maps and Surveys
(17th century to present)

Usually created to aid in the location and boundary identification of parcels of real property, maps are an extremely valuable reference source. One may find the location of an ancestor's property on either manuscript or printed maps filed with many local offices. They are often kept by county, city, town and village clerks, but may also be found at real property tax offices, highway and engineering departments.

School Records
(1812-present)

Following the passage of the Common School Act in 1812, towns were required to provide public education and levy taxes to finance the establishment of schools and hiring of teachers. Records documenting these actions, and some attendance and academic records as well, may be found with town clerks and school districts. School commissioners also filed annual reports with county clerks. Records of former school districts often ended up in private hands or in local historical repositories. School records have been underutilized by family history researchers despite their potential value. Some school records identifying individual students *may* be considered confidential under the Federal Education Rights and Privacy Act. For information regarding access to student records, consult the Committee on Open Government, Department of State, 162 Washington Avenue, Albany, NY 12231 (phone 518-474-2518).

Records of Government Administration
(17th century to present)

Minutes and proceedings of local governing bodies contain a wealth of information about the origins and operations of counties, cities, towns and villages, and contain references to those persons involved in or affected by government administration. Early fiscal records reflect transactions between governments and numerous individuals who supplied or received goods or services. Oath books contain signatures of persons who were local officials. Clerks of county legislative bodies hold their county proceedings, while at cities, towns and villages minutes are kept by the respective clerk.

Miscellaneous Records
(17th century to present)

Various series of records, some documenting functions no longer carried out by local governments, contain interesting information about individuals. Early town highway records list residents in "road districts" and names of citizens required to work on the highways. Records of livestock earmarks, brands and strays provide names of local farmers. County clerks often maintained registers of professions, dentists or lawyers for example. Some counties and municipalities hold early records of slaves and their manumission. Election records such as registers of voters, poll and enrollment lists provide names of individuals and locate their residences in wards or districts. Useful early welfare records include those created by town overseers of the poor and county almshouses. "Miscellaneous record books" kept by county clerks include a mixture of court and noncourt records, including lists of public officials and information on insolvent debtors. Records held by municipal historians are often an extremely valuable source, and information on individuals is also found in fire, police, health, and cemetery records found at all levels of local government.

The Local Government Records Law (Article 57-A, Arts and Cultural Affairs Law), passed in 1987, requires each local government to "support a program for the orderly and efficient management of records, including the identification and appropriate administration of records with enduring value for historical and other research." Family history researchers should inquire as to the status of each local government's records management program, especially in regard to preservation of and access to their archival records. All users of historical records can serve a valuable advocacy role by demonstrating to local officials the importance of archival records held in their custody.

The Law requires each local government to designate a Records Management Officer (RMO) who has overall responsibility for that local government's records. In a town the Town Clerk is automatically the RMO, in a village the Village Clerk automatically holds that position. Cities, counties, school districts and other local governments may designate the person of their choosing as Records Management Officer. One should become acquainted with the RMO of the local government where one intends to conduct research in their records.

Most counties, cities, towns and villages have locally appointed municipal historians whose statutory duties include promoting "the establishment and improvement of programs for the management and preservation of . . . records with enduring value for historical and other research." One should consult the appropriate local historian for his/her advice before studying historical records of their community. Names and addresses of local historians can be obtained from the State Historian, 3097 CEC, Albany, NY 12230 (518-474-5353) or by contacting SARA's Local Government Records Bureau.

For additional information, contact the Local Government Records Bureau (SARA), Room 10A63 CEC, Albany, NY 12230; phone (518) 474-6926.

Warren F. Broderick *is a Public Records Analyst in the Local Government Records Bureau of the New York State Archives and Records Administration. His research is in the history of the Capital District and early ceramics. He has published papers in* The Hudson Valley Review.

LOW-COST/NO-COST IMPROVEMENTS IN CLIMATE CONTROL IN LIBRARIES, ARCHIVES AND OTHER REPOSITORIES

The following suggestions are from a project by William Lull, a principal at Garrison/Lull in Allentown, New Jersey, to help the New York State Program for the Conservation and Preservation of Library Research Materials create guidelines for improving environments in libraries, archives and similar institutions. Some of the tips may not be advisable, applicable, or feasible for your institution. Please consult a conservator about the relative value of the measures you choose to undertake.

1. **KEEP WINTER HEAT LOW**: If overheating occurs, don't allow windows to be opened — demand that the heat be turned down. Open windows and leaky doors allow outside air in, and allow desirable winter humidity to escape. Keep a few sweaters and blankets for staff or visitors who feel cold with the temperature around 65°F, and explain why you're keeping things cool. A small exhibit of damaged paper may help convince visitors.

2. **SEAL WINDOWS**: Use plastic sheets and tape to seal windows on the inside in winter. In storage areas, line windows with aluminum foil, and seal them more completely with gypsum wallboard and plastic. The foil will reflect sun away to reduce heat in summer, and will also keep light out of the storage areas.

3. **KEEP OUTSIDE DOORS AND WINDOWS CLOSED**: Weatherstrip doors, and make sure doors and windows stay closed to prevent exchange of unconditioned outside air. Test seals; if a strip of paper waves in the breeze when it's held up to a crack, the seal isn't tight.

4. **BLOCK RADIANT HEAT FROM RADIATORS**: If you can't move collections well away from radiators in storage or exhibit spaces, cover wallboard with reflective foil and position this barrier between radiators and collections to protect objects from "line-of-sight" heat transmission.

5. **KEEP EQUIPMENT AT ONE LEVEL 24 HOURS A DAY**: Don't change settings on climate equipment for nights or weekends, since damaging humidity fluctuations usually result. This includes both heat and window air conditioners. Be sure humidifiers or dehumidifiers are on, and that they're always adequately filled (or emptied) to maintain steady conditions. Choose a lower constant humidifier setting to prevent it from running out of water, or raise the constant RH setting on your dehumidifier so it will not overflow or shut off from too much water. (Of course this does not apply to equipment with piped water supplies or drains.) While improving the stability of conditions 24-hours a day usually requires little or no capital investment, using the equipment you have continuously almost always increases annual energy costs. Keep in mind that some of the most acute short-term damage to collections is caused by discontinuous operation of climate control equipment.

6. **SEPARATE COLLECTIONS THAT NEED SPECIAL CONDITIONS: USE AVAILABLE SPACES THE BEST WAY**: Look at the available storage areas. Can you modify your use of space to suit the collections better? Are some spaces more stable than others? Do some materials in your collections (like parchment or vellum) need different conditions from others? Can these be segregated into groups with similar needs? This may reduce the need for new or improved conservation environments.

This information-sheet is reproduced courtesy of Northeast Document Conservation Center, Andover, MA 01810. To obtain a copy of the *Environmental Controls Resource Packet* from the New York State Program for the Conservation and Preservation of Library Research Materials, send a $10 check made payable to "The University of the State of New York" to Tiffany H. Allen, 10-C-47, New York State Library, Albany NY 12230.

GENEALOGY SERVICES IN SMALL LIBRARIES

By Marie S. Carlson

You've just received a letter from a retired fireman in the state of Washington; he's beginning research on his family history. His great, great grandfather married a woman from your town. Can you tell him where the marriage took place, who were his great, great grandmother's parents and all the other information you have in your library about his family? It may not bother you too much to reply that your library is very small and you don't have marriage records or nineteenth century newspapers so you're sorry but you can't give him the information he needs. But what about the people in your town? Have you had hints that they might like help with genealogical research? Have you talked to librarians from larger libraries, attended programs on genealogical services at conferences or read articles about genealogy collections? Your small budget and staff needn't mean that you can't offer genealogical service; there are inexpensive purchases you can make and even some things you can do at no cost.

Prepare yourself. Jump right in; don't be intimidated. Start by reading about the process of genealogical research. *Shaking Your Family Tree* and *How to Climb Your Family Tree: Genealogy for Beginners* are good examples of general "how to" books. They are friendly and conversational, describing the process of research and encouraging the beginner to start at the proper place, keep accurate records and proceed to more complicated sources in the most effective and productive way. These are good, typical "how tos." You can certainly choose other titles, but look for ones that will set the beginner on a clear course, methodically recording the results of research, and coming out at the end of the search with an accurate family history. Purchasing one or two good "how tos" will fit even a small budget and serve a double purpose — starting you on offering genealogy services in your library and starting your patrons on their own research.

Next I would recommend purchasing a periodical. *Heritage Quest* or *Genealogical Helper*, for example, have a friendly tone: "we're all in this business of genealogy together so let's help each other." These periodicals provide articles on research of varying degrees of complexity — usually based on personal experience. They also provide directories of genealogists, family history groups (and their publications) and advertisements for genealogical publications and services. Not only will they give your patrons useful information, but they will provide you with another aspect of service. In addition to basic instruction on research techniques, you will find offers of guides to genealogical collections, catalogs of publications and book reviews. Request free information mentioned and use the catalogs and reviews to enrich your collection. If you have access to a photocopier, copy articles you find of particular value; these copies and the various guides you receive in answer to your requests can form the basis of a vertical file of information. Don't forget to write the citation, including the date, on anything you photocopy for your file; soon your file will be so big you won't remember where everything came from!

I suggest *The New York Genealogical and Biographical Record* for later consideration. It offers well-researched family histories that you can add to your file. Capital District librarians should know about *The Valley Quarterlies*. They publish records collected by the editor in the various areas covered. These need not be an early purchase, but keep them in mind. All of these periodicals are indexed by name. Another advantage of these particular periodicals is that their publishers also sell or publish books. You will receive catalogs that will help you in building your collection.

Look for free services in your community. If your community has a Genealogical Society, you have a valuable resource. Join and get to know the members. Ask for their help; they will have valuable suggestions on building your collection and locating sources of information. They likely will be flattered by your interest and will welcome your desire to provide service to genealogists. Ask them to present workshops or programs on all aspects of genealogical research. If your experience is typical, this will be an incredibly popular service.

If you cannot find a Society in your area, try finding interested individuals. Contact your municipal historian, Historical Society or even people you see browsing among the history books. Publicize your interest in a genealogical collection as widely as you can; whether you can manage only a poster in the library, or mount a major publicity campaign, use your resources to seek interested participants. The more ideas and experience you get, the more useful your collections will be.

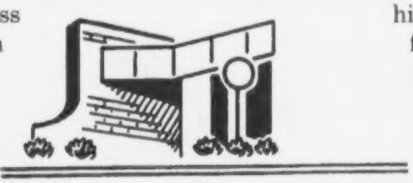
Start to build a reference collection — select a few useful titles. Genealogy services in a small library will necessarily be largely reference services. You will have to tell people (nicely, of course) where to go. You know there are large collections out there; your job is to locate them and let your patrons know about them. Locate the nearest

Family History Library of the Church of Jesus Christ of Latter Day Saints; know what is available in the New York State Library and in large libraries near you. You may need to be creative about finding local resources, but through talking with researchers and reading you will gradually build your knowledge.

> *Look at your existing collection with the eyes of a genealogical researcher. Many books already in your collection will provide information for genealogists.*

Two general guides to sources are *Ancestry's Redbook: State, County and Town Sources* and *The Source: A Guidebook of American Genealogy*. Both identify sources of all types of records and explain the use of each type in genealogy research. *The Redbook* is a geographical listing of repositories with addresses and a brief description of holdings. *The Source* approaches research by dividing it into "problems," and instructing in how to locate individuals with specific qualities such as profession, country of origin, religion, military service or residence. This approach is useful since sometimes all that is known about an ancestor is his profession, a place of residence at one time in his life, or perhaps his religion — or some other single quality that might provide a clue.

International Vital Records Handbook is a guide to birth, marriage and death records in English-speaking North America, Great Britain and most of Europe. These records are among the first sought by researchers. The *Handbook* provides forms to be used in requesting records as well as addresses of repositories. *Vital Records Handbook* is less expensive, but locates records only in the United States, Canada and Great Britain. Either or both of these books will be useful not only to your patrons but also to you, because they will familiarize you with the use of records in genealogy research and give you ideas for building your collection.



Look at your existing collection with the eyes of a genealogical researcher. Many books already in your collection will provide information for genealogists. Keep old city or other local directories — even telephone books — snap up offers of old directories. These lists of people — sometimes including names of family members — can supply a researcher with needed clues. You may think nineteenth century county histories are only gathering dust on the shelves, but if genealogists locate them, they will be well handled. They were published to sell and their gimmick was that they mentioned names — the whole family probably — and made people feel important. Names and family members are just what genealogists look for; these old histories are treasure for them. If you get offers of donations, rejoice!

These days finished genealogies are not just lists of names — they're family histories. The histories, biographies and even novels already on your shelves will help make genealogies more real by providing a setting for their subjects' lives. A description of a Civil War battle will bring an individual soldier to life by telling us what he lived through.

Two other titles possibly already in your library can be as useful to genealogy researchers as they are to other researchers. *American Library Directory* will direct searchers to libraries in areas where they know or suspect ancestors may have lived. Not all libraries will do genealogical research, but they may be able to provide referrals to other sources, as I encourage you to do. It's worth a request, anyway. Tell your patrons that a self-addressed, stamped envelope sent with a request is a courtesy and may help ensure a reply. *Encyclopedia of Associations* is an expensive set but supplies sources for referrals of a variety of questions not limited to genealogical ones. The index locates organizations by exact name or key word. There are many entries under variations of the words Genealogy, Family association and Family history. Because it is so full of sources for many referrals, *Encyclopedia of Associations* can be worth its cost to your library. A third directory, *Directory of Historical Agencies in the United States and Canada*, is less expensive but is useful in making referrals. Even older editions of these directories are useful since genealogical and historical organizations tend to last. Perhaps you can arrange to "inherit" an edition that is being replaced by a larger library.

Consider these sidelines: a shared family history may make a widely separated family want to get together for a family reunion. *A Practical Guide to Planning a Family Reunion* will help them. *Readers' Guide* also uses the subject heading "Family Reunions."

A less happy use of genealogical research is finding information necessary to deal with genetic diseases. I recommend the addition of *Family Diseases: Are You at Risk?* to your genealogy collection. Its emphasis is on how to find any possible problem in a family through genealogical research.

Consider your library a source of genealogy services. Be encouraged to feel that genealogy is one of your small library's services. Be able to supply basic "how to" information and referrals to other sources. Know your collection so you can help researchers to discover the lifestyles of their ancestors as well as their names. Be aware of free or inexpensive additions to your vertical file. Encourage people in your community to add to your collection and to be available to researchers through workshops and other programs. Your small library will be a big help to your patrons.

SUGGESTIONS FOR PURCHASE LISTED IN THE TEXT

Crandall, Ralph, *Shaking Your Family Tree*, Camden, ME, Yankee Books, 1988. $9.95. (ISBN 0-89909-148-2)

Stryker-Rodda, Harriet, *How To Climb Your Family Tree: Genealogy for Beginners*, Baltimore, MD, Genealogical Publishing Co., 1987. $6.95. (ISBN 0-8063-1006-5)

Heritage Quest, Subscription Department, Box 40, Orting, WA 98360-0040. $28.00 — bimonthly.

Genealogical Helper, Everton Publishers, Inc., Box 368, Logan, UT 84321. $21.00 — bimonthly.

The New York Genealogical and Biographical Record, 122 East 58th Street, New York, NY 10022-1939. $25.00 — quarterly.

Valley Quarterlies: 60 Cedar Heights Road, Rhinebeck, NY 12572. $14.00 each title — quarterly.

The Capital (Albany and Rensselaer counties)

The Columbia (Columbia county)

The Mohawk (Montgomery and Schenectady counties)

The Saratoga (Saratoga County)

Ancestry's Redbook: State, County and Town Sources, Salt Lake City, UT, Ancestry, Inc., 1989. $39.95. (ISBN 0-916489-47-7)

The Source: A Guidebook of American Genealogy, Salt Lake City, UT, Ancestry, Inc., 1984. $39.95. (ISBN 0-916489-00-0)

Kemp, Thomas J., *International Vital Records Handbook*, Baltimore, MD, Genealogical Publishing Co., 1990. $24.95. (ISBN 0-8063-1264-5)

Kemp, Thomas J., *Vital Records Handbook*, Baltimore, MD, Genealogical Publishing Co., 1988. $19.95. (ISBN 0-8063-1220-3, 3146)

Wisdom, Emma J., *A Practical Guide to Planning a Family Reunion*, Nashville, TN, Post Oak Publications, 1988. $8.95. (ISBN 0-9620115-0-9)

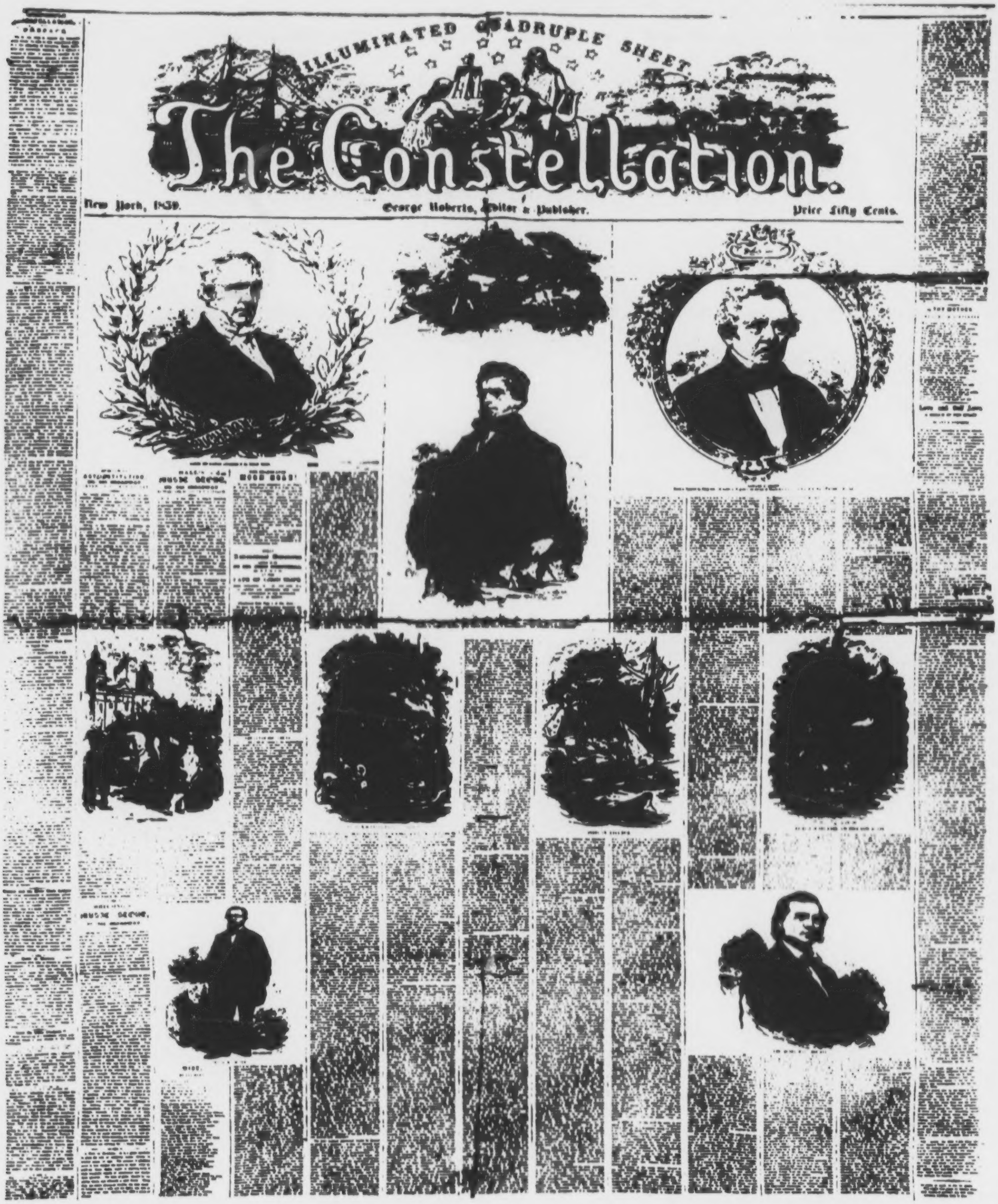
Gormley, Myra Vanderpool, *Family Diseases: Are You At Risk?*, Baltimore, MD, Genealogical Publishing Co., 1989. $14.95. (ISBN 0-8063-1254-8)

American Library Directory, New York, R.R. Bowker, published yearly, 1990-91, 43rd ed. $189.95. (ISBN 0-8352-2833-9)

Encyclopedia of Associations, Detroit, MI, Gale Research, Inc., published yearly, price varies with service purchased. *National Organizations of the U.S.* — $295.00; basic purchase includes an index. (ISBN 0-8103-7419-6-Vol. 1)

Directory of Historical Agencies in the United States and Canada, 14th ed., Nashville, TN, American Association for State and Local History. $79.95 (ISBN 0-942063-05-8)

Marie S. Carlson *received her M.L.S. from the Library School at the New York State College for Teachers (now the University at Albany) and is Reference Librarian, Local History, at Bethlehem Public Library, Delmar, NY. Mrs. Carlson says of her career as a "specialist" in genealogy, "I suspect that it is typical of librarians that we guide people in doing research that we do not do ourselves; I live in terror that my children will ask me to compile our genealogy — and I know what a big job it would be! I do, however, do the things I recommend in this article. I would be glad to answer questions based on the article or on my work here at Bethlehem Public Library."*



ILLUMINATED QUADRUPLE SHEET

The Constellation.

New York, 1859. George Roberts, Editor & Publisher. Price Fifty Cents.

The Constellation, also known as the *Illuminated Quadruple Constellation*, is the largest newspaper ever published. George Roberts had previously issued "quadruple sheet" papers in Boston but none was as large as his New York City creation, each page measuring a whopping 50 x 35 inches. Unfortunately, the press specially designed to accommodate the 100 x 70 inch sheets broke down during its inaugural run. The paper's only appearance is dated July 4th, 1859.

BEST COPY AVAILABLE

USING NEWSPAPERS FOR FAMILY HISTORY RESEARCH IN NEW YORK STATE

By Barbara Nichols Randall and Walter Cybulski

> *All of our people, all over the country — except the pure-blooded Indians — are immigrants or descendants of immigrants, including even those who came over on the Mayflower.* — Franklin Delano Roosevelt, November 4, 1944

Genealogists, whether amateur or professional, have long known the value of newspapers in family research. Surprisingly, however, few basic works on genealogy include information on the use of newspapers as vital records in ancestral research. This is perhaps because most seminal genealogical works were written for practitioners of the old "family tree" form of genealogy. In contrast, today there is an emergence of a new type of genealogy "less involved in a search for notable ancestors ... but simply in the reconstruction of their ancestry. If skeletons were hidden in closets, they now come grinning and rattling out to take their place beside all other family members."[1]

Today we, the progeny of a nation of immigrants, often know little about our family's history beyond the names of our grandparents. It is for us that newspapers have become a vital research tool and living link with the past.

A newspaper is defined as a "publication which contains news on current events of special or general interest."[2] There are five main types of family information found in newspapers: birth notices, death notices or obituaries, marital relationship notices, stories about family events and stories about personal (one person) events. All include data which may be of value to the researcher, either as a first source or as a verification of information already known.

Birth notices have been included in newspapers since the earliest community newspapers were printed. They often carry the names of both parents, the full name of the child and the date and place of birth. They are not, however, always included in a community's newspaper as a regular feature. Prior to the practice of women giving birth in hospitals notices would only appear if someone within the community alerted the newspaper of the birth. Registered births were not routinely reported. Even today birth notices are carried only with the permission of the parents.

Death notices and obituaries appear with greater frequency and regularity. They contain information ranging from the sparse funeral and burial information supplied by the undertaker to comprehensive biographical sketches of persons who were prominent members of their communities. Such information as full name, date of death, burial site, name of spouse and children, names of other relatives, place of birth, occupation, and fraternal and community affiliations may be found.

Notices which cover marital relationships include engagement announcements, marriage announcements, anniversary notices and divorce decrees. These notices may contain full names of both spouses, church affiliations, names of relatives, places of residence, occupations, and future plans.

Stories or items about family events which could appear in the newspaper include social notes, such as visits, parties, or reunions, relocation notices, and notes of thanks. These all often include names, places and relationships previously unknown.

Stories or items related to one person can be found in a variety of places in a community newspaper. Stories about a church, a fraternal organization or a political party in which one's ancestor was active in often include information about individual members of the organization. Hobbies or special talents of an individual may also be highlighted. Legal notices may include information about financial losses. Occupational articles may highlight an ancestor's business, noting professional honors received or perhaps advertising the family business.

Newspapers are also an important resource in understanding what a relative's life was like. A newspaper describes the community where it is published. One can read and learn what the prevailing community opinions about local, regional or national issues were.

Anyone who is searching for genealogical information and discovers the wealth of relevant material in newspapers must also be aware of some of the problems encountered when using them. Newspapers are not flawless. Names are sometimes spelled incorrectly. Information is sometimes incorrect. When using a newspaper as the primary source, an attempt should be made to verify the information from another source. It is comforting for the family researcher to know "that no European nation affords its historians such abundant written records as does the United States."[3] Verification of original information found in newspapers can be found in State and local birth, marriage and death records,[4] probate records, church baptismal and marriage records, cemetery records, Federal census records and Federal pension records, to name just a few of the sources available to the researcher.

When doing family research on a female ancestor one needs to be aware of the fact that women were not often considered prominent in the community. A local death record from the Saturday, July 30, 1892, *Nunda News* reads: "Mrs.

John Brown, one of the old residents of Nunda, died on the 22nd, aged 78 years." Information of that sort can only be used as verification of previously known facts. Death notices can be especially deceiving. Often the person providing the information after a death is a relative or friend who is helping during a time of grief. Birth information contained in an obituary is often erroneous.

One other problem found when using newspapers for research is the lack of indexing. A title may be available for the researcher to use but the only way to reveal its contents is to pore through it, page by page, reel by reel, at best discovering useful patterns (e.g., where reports of family reunions always appear in issues) that help the reader move through the days, weeks or years of the paper.

Another serious problem, far more disappointing and disturbing to the researcher, is that the issue containing the desired information is missing from the file and cannot be located in any other collection. In many instances only one or two issues may be known to exist for the entire run of a title. This may be because no one ever bothered to save it — or because the paper became brittle to the point of unusability and the issues were discarded.

The underlying problem, however, has been described by T.F. Mills as the "transitory nature of Newspapers and their casual usage."[5] In discussing problems of access and preservation, it is important to keep in mind that newspapers were probably never meant to be permanent records. Mills writes:

> Historians and librarians who have shown an interest in preserving newspapers for posterity have faced a long uphill battle. The very nature of newspapers has militated against their preservation. Producer and consumer alike have traditionally regarded yesterday's newspaper as having little value except as a fishwrapper or kindling or, more recently, as waste to be recycled into tomorrow's paper.[6]

ABOUT THE NEWSPAPER MASTHEADS IN THIS ARTICLE

The *New-York Gazette* (page 167) has the distinction of being the State's first newspaper. It was published in New York City by **William Bradford** from 1725 to 1744.

The Illustrated Buffalo Express (page 168) evolved from the Sunday edition of the *Buffalo Morning Express*. It appeared under various names from 1846 to 1926, when it was replaced by the *Buffalo Courier Express* and is linked historically to the *Buffalo Republican* started in 1828. In 1869, **Samuel Clemens** became part-owner of this paper.

Moore's Rural New-Yorker (page 169) was published out of Rochester by D.D.T. Moore beginning in 1849. At first it reported local, national and international news for the State's rural readership but later evolved into a completely agricultural paper. In 1878, it became the *Rural New Yorker*, finally leaving the State in 1959 to continue as the *Penn-Jersey Farmer*.

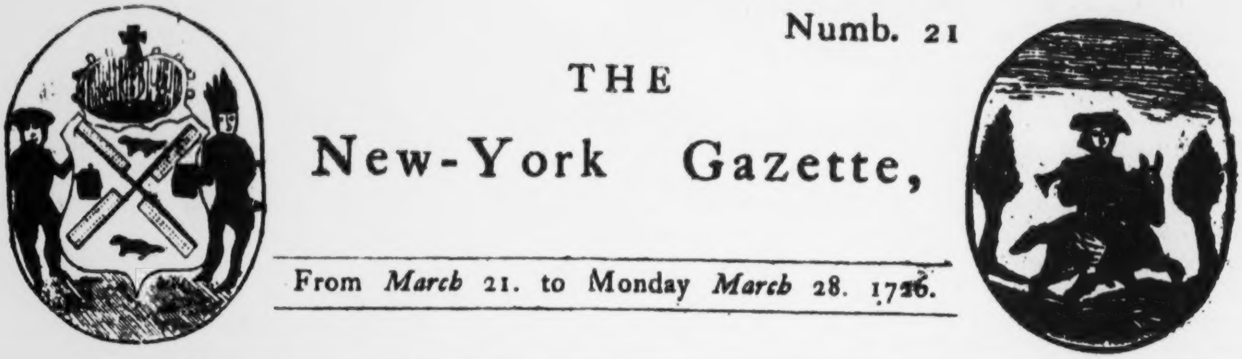
The *Microscope, and Independent Examiner*, later the *Albany Microscope* (page 170), appeared in Albany from 1821 to 1848 and included the "Philo Logos" letters of **Herman Melville**.

Albany's *Argus* (page 171) began publication as a daily in 1865 and lasted until 1921. Its original incarnation was Jesse Buel's 1813 *Albany Argus*. The Newspaper Project will complete preservation work on this title by filming the years 1883 to 1921.

The *Saturday Globe* (page 172) was published out of Utica by the Baker brothers, Thomas and William, from 1881 to 1924. It appeared in dozens of editions (including the Syracuse masthead shown here) in the U.S. and Canada, reaching an average circulation of nearly 200,000 in the 1890s.

J.G. Brooks and E.V. Sparhawk published the *Spirit of Seventy Six* (page 173) in New York from November through December 1840. The paper changed its name to *Public Advertiser* and apparently soon ceased publication. The date of the final issue is unknown.

One of many seasonal papers published in Saratoga Springs, the *Saratoga Daily Register* (page 174) was published during July and August, 1881-1890, by J.T. Cowdery. The only known extant complete years (1882, and 1887-1890) are held by the State Library.


Numb. 21

THE

New-York Gazette,

From *March* 21. to Monday *March* 28. 1726.

THE EMERGENCE OF NEW YORK'S NEWSPAPERS

The first settlement in New York was Fort Orange, today's Albany. Fort Orange was established by 18 families from the Dutch West India Company in 1624. The second settlement, also by the Dutch, was on Manhattan Island, called New Amsterdam, in 1626. A reference has been found to a publication, possibly from the colony of Rensselaerswyck, which may have been the first newspaper published in America. The *Neu Nederlanse Marcurius* was referred to in a letter from Jeremias van Rensselaer to his mother, Anna van Rensselaer, on September 12, 1663. A second reference to the publication appears in a September 14, 1663, letter sent to his brother, Jan Baptist van Rensselaer.[7] However, no extant issues of the *Neu Nederlanse Marcurius* have been found.

The territory was taken over by the English in 1664 and renamed New York. The English influence began to dominate Manhattan island and extended to the western and southern portions of New York. The first known newspaper published in New York was the *New-York Gazette* published by William Bradford for 16 years beginning with the October 16, 1682, issue. Although the paper was unfavorably reviewed, the *New-York Gazette* became historically influential through the number of future publishers[8] and printers trained by the paper through apprenticeships. The most famous of Bradford's apprentices was John Peter Zenger who became a symbol for the right of freedom of the press. Zenger, in fact, established New York's second paper, the *New-York Weekly Journal* in the fall of 1733.

The Revolutionary War increased the spread of publishing to areas other than Manhattan island. Patriot editors fled to upstate New York and continued their publications. After the war of independence, publishing grew rapidly. By 1810, 66 newspapers were published in New York. The aftermath of the war lead to a larger diversity in the population. Attracted to the area were Irish, Scotch, English, German, Portuguese, Spanish and French immigrants. The 1810 census counted a population of 959,049 in the State, an increase of 618,929 from the 1790 census.[9]

By 1840, 245 of America's 1,403 newspapers were being published in New York. The diversity of New York's population expanded rapidly in the 1840s. Hordes of Irish fleeing the potato famine and political refugees from Hungary, Germany and Italy lead the growth. The population at the time was 2,428,921.

Although New York City continued to have the largest population of immigrants in the State, the other large urban areas also began to have heavy concentrations of immigrants. Frank Luther Mott attributes four main factors in the increase in readership in America during the 18th century: increase in the population; increase in public education; an interest in public affairs as a part of the democratic political process; and a drop in the price of newspapers.[10]

The Civil War brought a new dimension to journalism that we take for granted today: eyewitness correspondents. Extensive coverage of battles, including campaign maps, were published. The newspapers of New York, primarily New York City, were the most influential in the nation. This eminence diminished somewhat as is best stated by Mott in his work, *American Journalism*:

> the great New York papers ... led in the contests in news transmission, in cooperative news-gathering, in large circulations and in political influence. The New York Associated Press had been able by 1860 to dominate and almost monopolize the chief news-gathering and news-transmitting agencies of the country. New York [City] itself had become clearly the preeminent American metropolis. And yet two factors were to prevent New York from becoming such an unrivaled press center as London was for England or Paris for France. These factors were the geographical extent of the country and the coming of the telegraph.[11]

The floodgates of immigration were opened during the 40 years following the Civil War and preceding the First World War. Immigrants from Italy and Greece and the peoples of the Slavic countries — Poles, Lithuanians and Letts, Romanians, and Russians — arrived, settled and began to read and publish newspapers. The State's population in 1870 was 4,382,759; by 1910 it was 9,113,614.

THE ILLUSTRATED

BUFFALO EXPRESS.

In 1991, the collection of newspapers is an activity more associated with recycling than with the preservation of a community's history.

STORAGE AND CONDITION OF NEWSPAPERS IN NEW YORK STATE

In 1991 America, the collection of newspapers is an activity more associated with recycling than the preservation of a community's history. In fact, the long-term storage of the paper copy of newspapers is a luxury that few institutions can afford. Newspapers are large, the average daily paper today measuring 14 by 23 inches. Through time newspapers have varied in size from 10 by 14 to 19 by 25 inches (opening to 25 by 38) and upward to the enormous *Constellation* (New York, N.Y. : 1859), also known as the *Illuminated Quadruple Constellation*, printed in New York by Boston journalist George Roberts on a 70 by 100 sheet, resulting in a single-page size of 35 by 50 inches.[12] Dard Hunter describes it as the "world's largest newspaper," adding that it "was intended to print 28,000 copies, but the press broke down before the task was completed. Only one issue of this newspaper is recorded."[13]

Storage problems due to size are compounded by problems resulting from developments in paper composition and manufacture. According to John Dean:

> In 1814 the first powered printing press produced The Times [London] newspaper with an increase in

SOURCES FOR NEWSPAPER RESEARCH IN NEW YORK STATE

Ayer Directory of Publications, 1800-present, Philadelphia, Ayer Press, 1800- .

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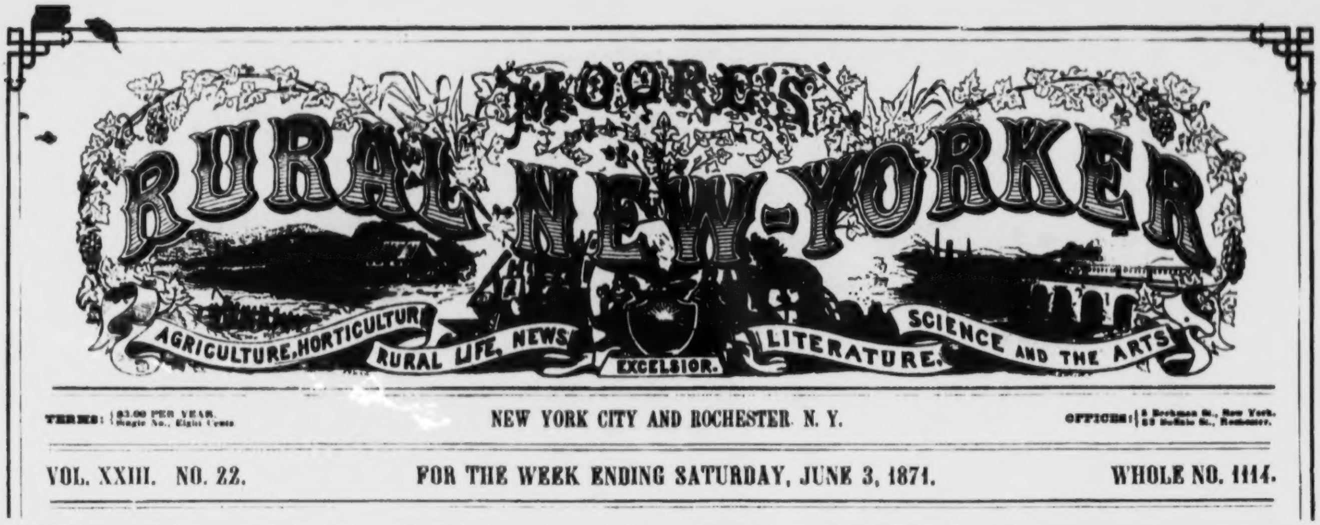
City, village and county histories are also valuable tools for the identification of newspapers published during the era covered by the history. These can usually be found at local libraries or historical societies. The New York State Library also has an extensive collection of local histories.



TERMS: NEW YORK CITY AND ROCHESTER N. Y. OFFICES:

VOL. XXIII. NO. 22. FOR THE WEEK ENDING SATURDAY, JUNE 3, 1871. WHOLE NO. 1114.

> impression rate from 250 sheets per hour on the old hand press to 1,100 sheets per hour on the new steam press.[14]

Increased production capability led to the need for a more abundant paper supply. Various factors, including the development of alum and alum-rosin sizing and the invention of soda, sulfite and sulfide processes to help separate cellulose fibers from wood, contributed to the widespread use of wood as a papermaking fiber, in the form of chemical wood pulp and, by the 1860s, groundwood pulp, which retains potentially destructive lignin.[15] The *Boston Weekly Journal* for January 14, 1863, was printed on wood-pulp paper. The *Boston Daily Journal* for the same date was not printed on wood-pulp, but the following day's issue included the editorial comment that it was printed on "paper made of wood, a new process."[16] On January 7, 1868, the *New Yorker Staats-Zeitung* became the first New York paper to be printed entirely on groundwood pulp paper.

Ironically, the increased availability of newspapers dramatically decreased their potential for long-term survival. By the end of the 1870s nearly all of New York's newspapers were being published on poor quality groundwood pulp paper. In the 1920s, an attempt was made to provide libraries with rag editions of certain newspapers, beginning with the 1927 *The New York Times*. Edward Jenks writes:

> By 1931 seven other newspapers in the United States were printing a few copies of each issue on rag paper. Today [1950] only three — The New York Times, the Detroit News and Labor, a Washington weekly — continue to issue rag paper editions. High costs and the continuing problem of storage brought other efforts in this direction to an end.[17]

No rag editions of newspapers are currently published. To preserve papers issued from the late 1860s through the present the only alternative to costly deacidification and encapsulation is the retention of the papers in pristine storage conditions, sheltered from light, dust and pollutants and protected by environmental controls (constant 68-72 degrees farenheit and 40-50 percent humidity, little or no fluctuation), with highly restricted use.

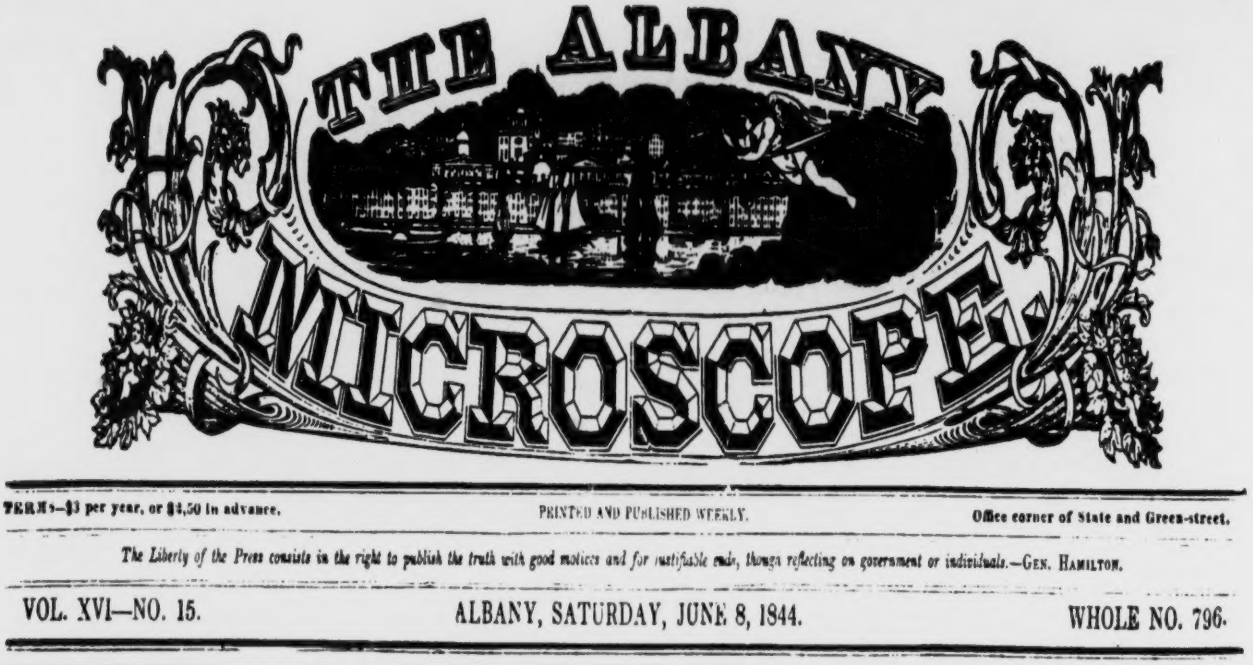
Despite these drawbacks, newsprint copies of papers are kept in an unknown number of locations throughout the State. Libraries have, in fact, led the way in newspaper preservation and continue to own the largest collections of newspapers. From the thousands of titles held by The New York Public Library to the one title held by the Livonia Public Library their importance is recognized. The second most likely institution to own newspapers is the historical society. Then follows in rapid succession publishers offices, private collections, and museums and archives.

Budgetary constraints have kept most newspaper collections from being stored in the best way possible. Unfortunately this has often meant that the newspapers have been relegated to the least used space in an institution. Newspapers are stored in a variety of interesting locations in New York State. They are on shelves next to books, in attics, in basements, in closets, in barns, and, in one case, in no-longer-used jail cells. Microfilm, while requiring far less space, can also be found in a variety of storage conditions including cabinets, drawers, bank vaults, and refrigerators.

THE NEW YORK STATE NEWSPAPER PROJECT — HOPE FOR THE FUTURE

On March 1, 1987, Phase I of the New York State Newspaper Project (NYSNP) began at the New York State Library. Planning for a Newspaper Project had begun as early as 1973 and 10 years later, in 1983, a National Endowment for the Humanities Planning Grant award led to the implementation grant.[18]

The purpose of the NYSNP is to identify, describe, preserve and make available to researchers the significant



TERMS—$3 per year, or $2,50 in advance. PRINTED AND PUBLISHED WEEKLY. Office corner of State and Green-street.

The Liberty of the Press consists in the right to publish the truth with good motives and for justifiable ends, though reflecting on government or individuals.—GEN. HAMILTON.

VOL. XVI—NO. 15. ALBANY, SATURDAY, JUNE 8, 1844. WHOLE NO. 796.

newspapers in all communities in New York State since the first publication of the *New-York Gazette*. NYSNP is a participant in the United States Newspaper Program and as such is eligible to apply for grant funding from the National Endowment for the Humanities. The U.S. Newspaper Program is jointly sponsored by the Endowment and the Library of Congress. Through grants from the Endowment and with technical management from the Library of Congress, 50 states, the U.S. Trust Territories and 8 national newspaper repositories will enter bibliographic and holdings records into the OCLC/CONSER database[19] for an estimated 250,000 newspaper titles and preserve on microfilm those titles considered most important for research. Since 1982 a total of 41 states, 2 U.S. territories and 8 national newspaper repositories have received grants totaling $20.6 million to preserve newspapers.

NYSNP, following the U.S. Newspaper Program model, includes two components; a bibliographic component and a preservation component. The bibliographic component consists of a detailed inventory of various newspaper collections throughout the State, the cataloging (description) of each unique title, following national Library of Congress prescribed rules, and the online entry of the descriptive and holdings information into the OCLC/CONSER database. The preservation component consists of microfilming newspapers based upon such selection criteria as research value, physical condition, and length and completeness of holdings.

NYSNP is being carried out through nine successive or concurrent regional projects, based on and in cooperation with the States's nine Reference and Research Library Resources systems.[20] The State Library is the statewide coordinator of the regional projects and also provides management and quality control for the technical work of inventory, cataloging and preservation.

NYSNP is in its fifth year of operation. We expect, if funding remains available, that the Project will continue until the year 2000. We have received five grants from the Endowment with funding totals of $1,752,924. The Endowment requires a state to contribute a cost-share amount of 33 percent during funding of the bibliographic component. Funding for the preservation component is based on a one-to-one match: for every dollar requested, the Project must raise a dollar.[21] Fund raising is one of the first activities the Friends of the New York State Newspaper Project will initiate.[22]

The current grant, Phase III of the Project, extends through June 1994. The bibliographic component has been completed in two regions, the Capital District and Rochester, and is in process in the South Central, Southeastern and Central regions of the State. The project in the Western New York Region will begin in July 1992 and the North Country in March 1993. The preservation component began in September 1990 with the hiring of the Project's Preservation Coordinator. Staff will begin actual disbinding and other preservation work prior to microfilming in July 1991.

To date the Project has located over 9,000 separate newspaper titles and recorded over 16,000 holdings.

A NOTE ON PRESERVATION MICROFILMING

The history of microfilming is also, for better or worse, a chronicle of trial and error.[23] Researchers who work regularly with film are well aware of its problems. Many existing reels of film were poorly targeted, leaving the user to guess

The Argus.

1813 THREE-QUARTER CENTURY ANNIVERSARY. 1888

Vol. LXXV. ALBANY, THURSDAY MORNING, JANUARY 26, 1888. No. 22,076.

at their contents and wonder about unexplained gaps and other bibliographic irregularities. Many newspapers are in jeopardy because of they were photographed on acetate-based film; many rolls of film demonstrate problems associated with substandard filming and processing. Only a small percentage of negatives were provided with proper storage. In many instances they were actually used as patron copies. While refilming or reduplication is desireable, it is not only beyond the funding capabilities of the U.S. Newspaper Program, it is also likely that the original newspapers were discarded after filming. As Thomas Bourke writes:

> At present a true archival standard exists only for silver gelatin microfilm which meets three criteria: proper manufacture, proper processing, and proper storage....[T]he use of silver gelatin microfilm to capture text and image of deteriorating material will remain the most cost effective and technically sound method employed in the national preservation effort for the foreseeable future.[24]

This statement is reinforced by William Saffady, who writes:

> Silver gelatin microfilm is the only type of microfilm with archival potential, as defined by current American national standards. ... Subject to processing requirements and environmental restrictions ... silver gelatin microfilm is the only microphotographic medium...suitable for the permanent preservation of valuable information without periodic recopying onto new media.[25]

The U.S. Newspaper Program will only support the creation of master negative microfilm of archival quality. In addtion, the negative must be stored in environmentally secure storage. A negative print master will be generated for the purpose of creating one or more positive patron copies.

THE NYSNP PRESERVATION APPROACH

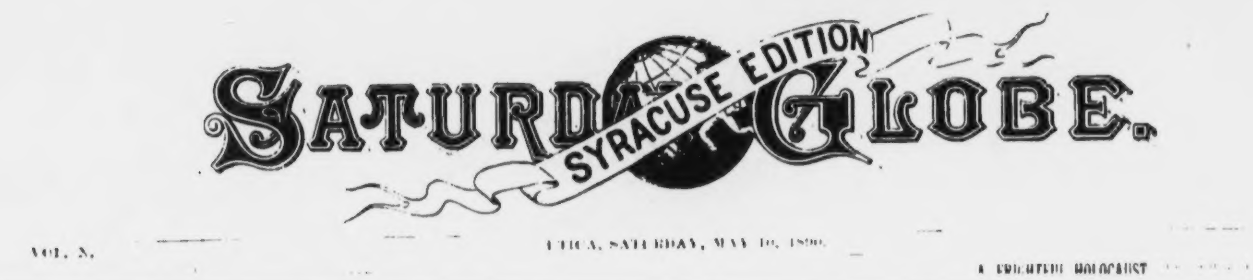
Keeping with the practice of the U.S. Newspaper Program, the New York State Newspaper Project aims primarily to preserve those titles which have never been filmed. In order to accomplish this, a concentrated effort has been underway since 1987 to inventory the State's collections, region by region, entering full bibliographic data and local holdings information into the OCLC/CONSER database. Inventory worksheets for original paper copies also include condition evaluation data and notes that are entered into a local database to facilitate selection for preservation.

Once preservation is scheduled for a region NYSNP will work with the 3Rs system in that region to compile priority and secondary lists for preservation microfilming using criteria that include: research value; intended audience; geographic coverage; bibliographic completeness (at least 75 percent of a given run must be available for filming); and physical condition. Prior to final selection, titles will be searched in the OCLC/CONSER database and in hard copy sources to prevent duplication of effort. Emphasis will be on getting poor quality wood-pulp newspapers reformatted to microfilm. This sets a starting date for priority titles at about 1870 and the cutoff date at 1950, though files beginning prior to 1870 and extending beyond 1950 will be filmed in their entirety to guarantee completeness and continuity.

Titles selected for filming will be evaluated to determine if they can withstand shipment. Most papers will be shipped to the NYSNP Collation Center in the State Library for bibliographic analysis, collation, target preparation and reel programming. Appropriate targets will be interleaved with the papers and the collated files will be shipped to a qualified preservation microfilm service provider. Special arrangements may be made for papers that absolutely must be filmed but will only survive shipment directly to a service provider, who would also be required to collate the material. Papers that cannot be moved without risk of significant text loss will have to be considered for separate, special consideration outside the current scope of this project.

NYSNP staff will inspect completed film to determine if

The history of microfilming is a chronicle of trial and error.


SATURDAY GLOBE.
SYRACUSE EDITION
VOL. X.
UTICA, SATURDAY, MAY 10, 1890.
A FRIGHTFUL HOLOCAUST

standards have been met and everything on the film is in the correct order. Problems (including refilming, retakes and splicing) will be corrected by the service provider prior to final NYSNP acceptance of the film. Upon final acceptance, the service provider will then receive instructions to generate service copies and dispose of originals as determined by the owners. A service copy will be available for onsite use and interlibrary loan in the State Library. One or more additional service copies will be shipped to a central location within the region to provide local access. Master negative microfilm will be stored at the State Archives and Records Administration Records Center in Albany.

BEYOND MICROFILM

In the future, it may become possible for genealogists and family historians to have access to the full texts of newspapers stored in electronic formats. However, at this time silver gelatin microfilm with specific reference to the preservation concept variously referred to as "permanent" or "archival" remains the only acceptable medium for newspaper preservation. William Saffady notes:

> While the phrase "archival storage" is often used in discussion of magnetic tapes and diskettes, such media do not have archival properties [emphasis ours]. As defined by the National Archives ... the terms "archival" and "permanent" are synonymous; an archival medium ... is one that is suitable for the preservation of permanent records.[26]

He writes further:

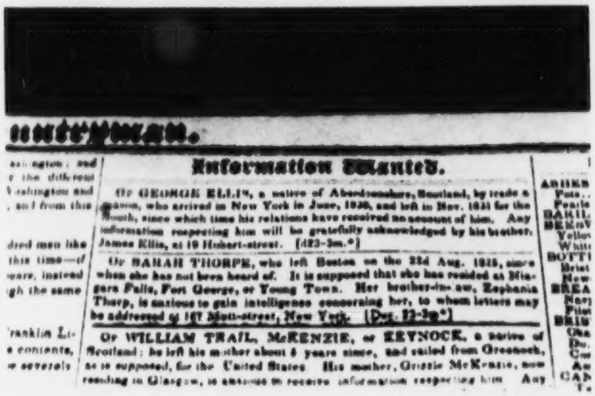
> While they have attracted the interest of preservation specialists, currently available optical storage media have no known archival properties [emphasis ours]. There are no published standards for the permanence of information recorded on optical disks, and there is no reason to think that such media are suitable for the permanent preservation of important library materials.[27]

In many cases, newspapers break apart as pages are turned. This necessitates the use of an archival storage medium to capture images that in all likelihood will never again be available for refilming. Correctly processed and stored silver gelatin microfilm guarantees the survival of those images over the longest possible period of time.

Those who are concerned with the preservation of research materials such as newspapers would undoubtedly welcome the arrival of a durable, permanent electronic storage format. Many projects are currently underway involving text scanning for the purpose of storage, retrieval and indexing. Among them is a cooperative effort by Cornell

THE OLD COUNTRYMAN

The Old Countryman was published in Boston, and later in New York, from 1829 to 1848 for English, Scottish, Irish and Welsh immigrants.



Information Wanted.

Of GEORGE ELLIS, a native of Aberdeenshire, Scotland, by trade a mason, who arrived in New York in June, [illegible], and left in Nov. [illegible] for the South, since which time his relations have received no account of him. Any information respecting him will be gratefully acknowledged by his brother, James Ellis, at 19 Hubert-street. [423-3m.*]

Of SARAH THORPE, who left Boston on the 22d Aug. [illegible], since when she has not been heard of. It is supposed that she has resided at Niagara Falls, Fort George, or Young Town. Her brother-in-law, Zephania Thorp, is anxious to gain intelligence concerning her, to whom letters may be addressed at 167 Mott-street, New York. [Dec. 22-3m*]

Of WILLIAM TRAIL, McKENZIE, or KEYNOCK, a native of Scotland; he left his mother about [illegible] years since, and sailed from Greenock, as is supposed, for the United States. His mother, Grizzie McKenzie, now residing in Glasgow, is anxious to receive information respecting him. Any

The "Information Wanted" column from *The Old Countryman* contained family names and former addresses of recent immigrants.

Spirit of Seventy Six.

University Library, Cornell Information Technologies and the Xerox Corporation "pilot project to test an advanced technology for recording deteriorating books as digital images and producing, on demand, high-quality paper copies,"[28] co-managed by Lynne Personius, Associate Director for Scholarly Information and Anne R. Kenney, Assistant Conservation Librarian. An HEA Title II-D project to create an image utility as a shared resource among libraries for electronic journal access, including the scanning of the texts of journal articles, is also currently underway at Rensselaer Polytechnic Institute's Folsom Library, administered by the Library's Associate Director Pat Molholt.[29]

FOR THE FAMILY RESEARCHER

Family researchers in New York State have available to them a rich resource in the State's newspapers. The newspapers are located in places easily accessible to the researcher. Paper copies are often found in the locality where they were published. However, the groundwood pulp paper they were printed on is now so brittle that even limited public use will result in their destruction. Microfilm copies of newspapers are universally available through the State's interlibrary loan network. One of the goals of the New York State Newspaper Project is to increase the number of newspapers available on microfilm. Once filmed, one copy of each newspaper will be placed locally and a second held by the New York State Library. The proper storage of the master negative microfilm will ensure that additional copies can be made for future generations.

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4 New York State began the collection of vital records in 1880. New York City's records begin with 1848. Other communities in the State also kept records locally prior to 1880.

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6 *Ibid.*, p. 464.

7 van Laer A.J.F., *Correspondence of Jeremias van Rensselaer 1651-1674*, Albany, NY, University of the State of New York, 1932. pp. 329 and 332.

8 Among the nation's well-known publishers from New York are: William Cullen Bryant, Charles A. Dana, Frank E. Gannett, Horace Greeley, William Randolph Hearst, Adolph Simon Ochs and Joseph Pulitzer.

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11 *Ibid.*, pp. 304-5.

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16 *Op. cit.*, Hunter. p. 565.

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SARATOGA
DAILY
REGISTER

VOL. XII. SARATOGA SPRINGS, N. Y., MONDAY, JULY 2, 188. NO. 1.

[18] A number of State-funded and regional microfilming projects have been done in the State. The most ambitious program was a shared-cost program for newspaper microfilming, which was in operation from 1979 to 1987. In this program, the State Library covered one-third of the cost of microfilming costs and local institutions covered the remaining two-thirds. Some 280 awards for a total of $128,593 were granted through the program.

[19] The OCLC/CONSER database is a computer database located at the Online Computer Library Center in Dublin, OH. It is accessible online at libraries throughout the United States.

[20] The 3Rs systems are regional consortia of libraries in public and privately supported colleges and universities, special libraries, public library systems and school library systems. The 3Rs systems enable their members to share resources such as interlibrary loan and automation projects. The nine systems are: Capital District Library Council for Reference and Research Resources, Central New York Library Resources Council, Long Island Library Resources Council, New York Metropolitan Reference and Research Library Agency, Inc. (METRO), North Country Reference and Research Resources Council, Rochester Research Library Council, South Central Research Library Council, Southeastern New York Library Resources Council and Western New York Library Resources Council.

[21] National Endowment for the Humanities, Office of Preservation, *Preservation Programs; Guidelines and Application Instructions*, Washington, DC, National Endowment for the Humanities, May 1990. pp. 14-16.

[22] The Friends group may be contacted by writing to: Friends of the New York State Newspaper Project, New York State Library, Sixth Floor, Cultural Education Center, Albany, NY 12230.

[23] Microfilm technology was first given "serious consideration" by the University of Chicago Library in the early 1930s, according to Thomas Bourke, who adds that "the first practical use of microfilm for newspapers took place at the New York Public Library" in the same decade (Bourke, Thomas A., "The Microfilming of Newspapers: An Overview," *Microform Review*, v15, n3, Summer 1986. p. 154).

[24] Bourke, Thomas A., "Scholarly Micropublishing, Preservation Microfilming, and the National Preservation Effort on the Last Two Decades of the Twentieth Century: History and Progress," *Microform Review*, v19, n1, Winter 1990. p. 4.

[25] Saffady, William. "Stability, Care and Handling of Microforms, Magnetic Media and Optical Disks," *Library Technology Reports*, Jan.-Feb. 1991. pp. 25-26. Valuable summary discussion of microforms, with detailed analysis of storage requirements, pp. 11-31.

[26] *Ibid.*, p. 43.

[27] *Ibid.*, p. 73.

[28] *CUL Weekly Gazette*, v21, n6, August 31, 1990. p. 1. Also announced in *SpeciaList*, v13, n10, October 1990. p. 11. For information, contact Anne Kenney at the Conservation Office, Olin Library, Cornell University, Ithaca, NY 14853.

[29] Pat Molholt can be reached by writing to the Folsom Library, Rensselaer Polytechnic Institute, Troy, NY 12180.

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Barbara Nichols Randall *is Associate Librarian for Special Projects at the New York State Library. As such, she is also Project Manager for the New York State Newspaper Project. She has held this position since April 1988. Prior to that time, she oversaw acquisitions, cataloging and special projects at the State Library, where she has been employed since November 1976. Mrs. Randall holds a B.A. from the State University College at Brockport and an M.L.S. from the University at Albany. A lifelong New York resident, she has lived in 10 of the State's counties (Albany, Chenango, Essex, Jefferson, Madison, Montgomery, Onondaga, Oswego, St. Lawrence and Schenectady).*

Walter Cybulski *is currently the Preservation Coordinator for the New York State Newspaper Project. He is a recent M.L.S. graduate of the University at Albany, with previous library experience in serials, collection development and management and preservation. A native New Yorker, he holds a B.A. in English from Canisius College, Buffalo, and an M.A. (English: creative writing) from the University of Virginia, Charlottesville, where he was the first recipient of the Henry Hoyns Poetry Fellowship. In addition to Newspaper Project duties, he is currently completing work on a bibliography of New York State's agricultural and rural life, 1790-1900, to be published by the New York State Museum in 1991.*

BEST COPY AVAILABLE

Two Thousand Libraries Participate in The April 1991 Great New York ReadAloud Night of 7,000 Stars

Some 2,000 school public, academic, and special libraries invited celebrities and other guests to participate in the April 1991 Night of 7,000 Stars. About 400,000 New Yorkers participated in these events. Some highlights of the 1991 celebration:

- Members of the Colgate University hockey, basketball, and tennis teams read to more than 100 children at the Hamilton Public Library.
- Christopher Serrone, the 14-year-old actor in the film *Goodfellas*, brought his movie script to the Corona elementary school and told how reading helped him succeed.
- At the Clearfield Library, literacy volunteers and their students told about their programs, problems, and successes.
- During a Braille Read-In for four- and five-year-olds at the Library for the Blind and Visually Handicapped in Albany, the celebrity host was a television meteorologist.
- Readers at a Staten Island elementary school included the borough president and a soldier just back from Saudi Arabia.
- During "Voices and Visions," scholars at the University of Buffalo read from books that had touched their lives. Then, with refreshments, the library celebrated the return to Buffalo of the manuscript of *Huckleberry Finn*. ("A relaxing, magical occasion.")
- Members of the Starlight Players, a semi-professional drama group, read at the Hancock Public Library. ("With the national tie-in we had the most successful program ever.")
- In Catskill, the elementary, middle, and high schools joined to sponsor a readathon. Students introduced and photographed the guest readers.
- The Queens Borough Public Library led the nation in the number of Night of Stars events. The 40 programs combined two messages—the rewards of reading and the need to fight library budget cuts. ("This readaloud is the perfect opportunity to do so.")
- Parents, the school nurse, and the custodian were the celebrity readers at a Patchogue elementary school. ("Our special ed kids went nuts when the custodian walked in. He is well-loved.")
- In Pound Ridge, the Lions Club, Hadassah, the Garden Club, the Ambulance Corps, and the Girl Scouts were among 13 groups whose members read at the public library.
- In Akron, where the public library has only two part-time staff, PTA volunteers arranged a bedtime story hour for pajama-clad children and their teddy bears.
- A school library media specialist in Mineola coached 7th and 8th grade volunteer readers in expression and body language. Their elementary school audiences ate pizza lunches in the media center during the programs.
- An audience of 600 heard Anna Quindlen, *New York Times* op-ed columnist and author of the new novel, *Object Lessons*, at the Scarsdale Public Library.
- Patients at the Convalescent Hospital for Children in Rochester heard readings by favorite staff members. ("It worked well—next year we hope to have outside guests.")
- The mayor, a poet, and a third grade student were among the readers in a three-hour celebration at the Sidney Memorial Public Library.
- The Schenectady County Community College exhibited favorite books of faculty and administrative staff. ("One of the library's most interest-provoking displays.")
- The local cable television channel in Tuckahoe taped and telecast a program at which 20 readers of all ages read for three minutes each. ("A wonderful program idea—it really works.")

For more information

about the Great New York ReadAloud or copies of this brochure, write or phone:

Roberta Cade
Division of Library Development
New York State Library
Albany, New York 12230
(518) 474-7196

MANUS MANUM LAVAT — GENEALOGY AND LIBRARIES: A COOPERATIVE ENTERPRISE

By James Corsaro

The Latin proverb *Manus manum lavat*[1] or "one hand washes the other" succinctly describes a potential relationship between genealogists and librarians. Each party in this alliance brings with it demands of the other, with corresponding benefits to offer in return. Each may help or hinder the other's pursuits, or both can work together to larger ends. Finally, while genealogists may depend upon librarians, the latter may learn to depend upon the genealogical community for assistance as well. This article describes some of the ways that these two groups help and hinder each other and suggests some ways to increase communication and improve their working relationship.

To begin, let's be frank about the current relationship. There are many libraries where genealogist and library staff get along famously and work well together to solve the genealogist's research problems. However, many librarians shudder at the thought of another genealogist crossing the library's doorstep. Genealogists too, may be either well-prepared and orderly about their research or may be overly demanding and unwilling to put in the hard work required of a well-researched family history. The stereotype of the nasty librarian (with eyeshade, of course) unwilling to help remains a problem. One genealogical research manual in a chapter entitled "Treasured Aisles: Using Library Resources" includes a photograph of what the author perceives as the typical local public library complete with moose head behind the circulation desk and two librarians with their hair tied into buns![2] Librarians too often perceive of the typical genealogist as a little old lady in sneakers who believes her family was descended from Charlemagne or Julius Caesar. These images may rarely be correct, but they continue to dominate many people's notions about the other group.

What is true and what not about these stereotypes? Let's first look at librarians. Not all librarians wear eyeshades, in fact very few do, or ever did, for that matter. However, a librarian may not provide adequate catalogs and indexes to the library's collection; may not be well-informed about the principles of genealogical research or about the sources in their own institution; may not know where to refer a genealogist searching for resources not in the library and, finally, may not provide helpful, friendly reference service to genealogists.

Genealogists, on the other hand, may not arrive at the library with well-prepared background research and appropriate research questions; may make excessive demands on usually already overworked librarians; may not know the basics of genealogical research and may also be less than friendly and cooperative in their requests for assistance.

Perhaps there is little that librarians can do to change the stereotypes that continue to be used by newspaper columnists, movie directors and that ilk. Even novelists continue to portray librarians as slightly myopic and incompetent, if not actually evil. See, for instance, Stephen King's latest collection of horrific novellas entitled *Four Past Midnight*, which includes such a librarian in a story entitled "The Library Policeman."[3] However, we can change the image of our own library when it comes to dealing with particular clientele, in this case, genealogists. Here are some actions that can lead to improved service to genealogists and a better image of our libraries and profession.

Genealogists may find that a greater understanding of the techniques of genealogical investigation and of the mechanics of library and bibliographical research along with a more sympathetic appreciation of the plight of the very busy librarian may produce a friendlier and more helpful response from the library. Some hints about how this can be accomplished are also noted below.

What can librarians do to improve their relationship with genealogists and, in the process, enhance the services provided to all the library's clientele? The following are some tips that should be considered in thinking about a library's genealogical collection and services.

SUGGESTIONS FOR LIBRARIANS

- Remember that genealogists are legitimate researchers and that we as librarians do not have the right to make value judgements about the significance or lack of importance of any particular researcher's concerns. The genealogist may be a taxpayer expecting service from a tax-supported institution and should be able to receive it. Besides, there are many forms of genealogical research. Without intrusive questioning, librarians may not be able to determine if a person is tracing genealogy chiefly as a hobby or for medical or legal reasons.
- Many genealogists are newcomers to library research and have not the faintest idea about how the Dewey Decimal or Library of Congress classification system works, let alone how to operate an online public access

terminal. They will need some individual attention in developing an understanding of the library's catalogs and other finding media. A library user who has been trained in the basics of how to use a particular library will not be asking the same questions repeatedly, but will be able to explore the library's holdings with more confidence and skill, and without asking a stream of unnecessary questions.

- To ease the genealogist into the library scene with as little disruption as possible, librarians must make their family history collections more accessible. The first and most basic action to be taken is to make sure that the collection is adequately cataloged. Indexing is not necessary, but accurate bibliographical description and accessible catalogs are needed. Whether online or card format, catalog accessibility would benefit from strategically placed instruction sheets describing what is and what is not cataloged and how to use the catalog. Manuscripts and archival materials may be found in many local libraries as well as in larger research libraries, and should also be described properly and have finding aids available. The State of New York is fortunate to have the Historical Documents Inventory, formerly managed at Cornell University, and now at the New York State Archives. The Inventory provides, both online (through the Research Libraries Information Network) or in book form, access to voluminous amounts of historical and genealogical resources held by local repositories.

  Secondly, the library should compile flyers or brochures describing its genealogical collection. These need not be merely ornamental publicity pieces, but should be provide succinct and authoritative information about the library's family history collections and services. Elaborate publications with typeset covers and illustrations are wonderful, but not necessary. What the genealogist wants is information, not aesthetics, and photocopied flyers can do the job as well as expensive publications. These flyers can be used on-site as introductory literature or mailed to inquiring genealogists. Another useful tool, at least for larger research libraries, is to draw a map of the collection showing where particular collections of microfilm or books can be found. This latter will intercept many locational questions.

- The library should act as clearinghouse for information about genealogical and historical collections both locally and elsewhere. Where it can be afforded, the acquisition of published catalogs of other genealogical libraries is one way of directing family historians in the right direction. However, the price and size of many of these publications is prohibitive for most libraries. There are some things that a librarian can do however. Why not write to various genealogical collections and ask for their brochures and keep a collection of these for

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For useful collections of articles, see the Summer 1983 issue of Library Trends *(v32, n1), "Genealogy and Libraries," edited by Diane Foxhill Carothers, and the Winter 1983 issue of* Reference Quarterly *(v23, n2), edited by M. Ann Reinert, Guest Editor.*

visitors to reference? Some basic sources of addresses and names of historians and genealogists can be very helpful also. For instance, the American Association for State and Local History publishes a directory of historical agencies,4 and the New York State Municipal Historians publish a directory of local historians.[5] In addition, the library should compile a list of professional genealogists and genealogical record searchers. This list, with a disclaimer stating that the library does not recommend particular genealogists or validate their credentials , can be a boon to both the librarian and genealogist. The librarian gains because the research question can be answered by a paid researcher who is in the business of assisting genealogists and is thankful for research enquiries sent to them, while the genealogist benefits because he/she receives a more thorough search and answer than the librarian has time to prepare. In addition, the professional genealogist may be a source of volunteer assistance in the genealogy collection.

- The librarian should make an effort to reach out to genealogists in the community through presentations to local genealogical societies. A short talk about the resources of the library for genealogical research and the services the librarian can and cannot provide may go a long way to avoiding unnecessary confusion and misunderstanding about the library's capacity to serve genealogical research. Communicating with other librarians in the region with genealogical collections can also lessen the confusion caused by unnecessary referrals. A session or roundtable about genealogical resources and services at one of the regional library's regular meetings for local librarians could provide a great deal of information to all concerned.
- Finally, librarians should remember that one of the perennial concerns of their profession is to encourage and increase the use of libraries. It is ironic that genealogists are a prime target group for libraries and are often ignored or provided with the kind of service that discourages their use of the library. Why not consider genealogists to be library clientele with equal right to the use of the library resources as the kids in the children's library or the businessman using the local marketing directories? The genealogists may prove to be a greater support for the library in difficult circumstances than many other client groups.

SUGGESTIONS FOR GENEALOGISTS

Librarians are, of course, only half of the equation and genealogists can and should improve their library research methods, if these two groups are to be cooperative. The following are some suggestions for genealogists looking for a better relationship with libraries.

- While librarians should not make value judgements about genealogical research, genealogists should not expect librarians to give them priority over other requests for information. Librarians are surprisingly busy professionals with a thousand and one demands upon their time and a single research problem cannot take precedence over any other requests. Genealogists should remember that librarians have no personal interest about their family's history or genealogy. When

GENEALOGICAL SOCIETIES IN THE UNITED STATES

This is a list of a few of the largest and oldest genealogical societies. There are hundreds of such groups in the United States. For an annual update see *The Genealogical Helper*, July-August issue for a list of genealogical societies with addresses; March-April issue for a list of family associations and family periodical publications; May-June issue for a directory of genealogical libraries; and January-February issue for a directory of locality genealogical and historical periodicals.

National Genealogical Society, 4527 17th St. N., Arlington, VA 22207-2399
New England Historic Genealogical Society, 101 Newbury St., Boston, MA 02116

New York State Genealogical Societies:

New York State Council of Genealogical Societies, P.O. Box 2593, Syracuse, NY 13320-2593
New York Genealogical and Biographical Society, 122 East 58th St., New York, NY 10022-1939
Capital District Genealogical Society, P.O. Box 2175 Empire State Plaza Station, Albany, NY 12220-0175
Central New York Genealogical Society, Box 104, Colvin Station, Syracuse, NY 13205
Holland Society of New York, 122 E. 58th St., New York, NY 14304
Dutchess County Genealogical Society, P.O. Box 708, Poughkeepsie, NY 12602
Western New York Genealogical Society, P.O. Box 338, Hamburg, NY 14075
Orange County Genealogical Society, Old Court House, 101 Main St., Goshen, NY 10924

requesting information either in person or by mail, state your problem succinctly and note the sources already checked. The librarian can then spend his/her time assisting you in finding the answer to your research question, rather than listening to a narration of your family's genealogy.

- Family historians should try to become familiar with library research, if they are not already, and should use their public library and become familiar with typical library research procedures. Reading a book or two about how to do genealogical research can be helpful. For those interested in genealogy of an ethnic group, there are many books devoted to particular groups, and these should be read before doing library or archival research. If it is known when and where ancestors lived, reading a book or some historical articles about those times and places will surprise genealogists with how much more interesting a family's history can be when identified historically with a specific time and place. Reading about the background history of a family's hometown may also provide hints about the kinds of sources valuable in tracking them down.
- Before visiting a library or archival repository to do research, genealogists can save time and money by writing ahead. By doing this, they can check the research hours of the institution, discover whether there are useful research sources, locate the names of hotels or motels nearby the library and other helpful information. They should also ask for any brochures, user's guides and other information about the library's genealogical collection.
- The increasing availability of national bibliographic databases containing information about the holdings of libraries, archives and historical societies provides ancestor hunters with a powerful tool for locating a particular book, magazine or archival record relating to specific genealogical problems. Checking with local libraries about patron access to databases such as the Research Libraries Information Network (RLIN) or the Online Computer Library Center (OCLC) may prove to be a time saver as well as a key to untapped resources. By checking such databases locally before you make a trip to another city or state for research, you can save valuable time on your trip.
- When a genealogist arrives at the library, after checking information or guides to using that library, he or she should ask the librarian to explain how the material in the genealogy collection is accessed (if that question has not been answered in the library's publications). What kind of catalogs and indexes exist and what are the requirements and procedures for retrieving material or photocopying pertinent items are some appropriate questions that can make a research visit easier and more profitable for both librarian and family historian.
- Remember that the library is not the only place to find the family history. There may be records in various archival repositories, in county, city or town records offices, in the National Archives or Library of Congress in Washington, D.C., in libraries or archives of other nations and, of course, among a family's own artifacts.
- Family historians who write a genealogy should index it! An unindexed genealogy is almost useless except to the person who wrote it.
- If a family's history can be traced to the 18th or early 19th centuries, examining a manual about the handwriting of those times will pay good dividends when faced with reading early documents in a library, archives or other repository. If a family may have spoken a foreign language or attended a church where the records may have been kept in another tongue, such as Dutch immigrants to New Netherland in the 17th century, learning some of the basic words or phrases, such as "born," "married," "died" and so forth in that language will also be very helpful.
- Researchers needing the services of a professional genealogist because of distance from a library that may have important information, or for other reasons, may want to check the person's credentials with the Board for Certification of Genealogists, P.O. Box 5816, Falmouth, VA 22403-5816.
- If there is a genealogical society in their region of the state, genealogists should consider joining it; if not, they might find like-minded individuals and begin one. Genealogical societies can be a source of information and camaraderie amongst family historians. More importantly, from the point of view of the local library, the society can assist by providing volunteers to work with clients in the library's genealogy collection or by helping to index parts of the collection. The society can also assist the library in a substantial way by donating funds or helping to raise funds to acquire needed genealogical reference materials. Joining the Friends association of the local library or suggesting that the society join as an association member of a Friends group would be a good means of displaying a cooperative sense of concern for the library's services.

LEARNING ABOUT EACH OTHER — MANUS MANUM LAVAT

A couple of themes can be found in nearly all of these recommendations and hints to librarians and genealogists. First of all, education about each other is a necessity. As each group learns about the responsibilities and resources they can provide to a cooperative working relationship, the alliance will grow and mature. Second, communication of these needs and tasks to each other will increase the understanding of each group for the other.

As libraries continue to suffer drastic reductions in library assistance at all levels of government, the efforts of all groups dependent upon libraries as the primary source of information for their informational needs becomes more significant. A cooperative working relationship, that is, Manus manum lavat, between genealogists and librarians could not only ease the immediate problems facing libraries, but create a lasting association with benefits for all.

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James Corsaro *is Associate Librarian for Manuscripts and Special Collections at the New York State Library. Mr. Corsaro writes and speaks frequently to genealogy, family history and history groups. He edited the Winter 1990 issue of* The Bookmark, *"The New York Library Association Centennial," and his 1984 article, "The Regents and Libraries in Nineteenth Century New York," is a major document in New York's education history.*

BASIC GENEALOGICAL RESEARCH BOOKS

This list includes a few of the many books published on the topic of how to do genealogical research. Remember that, in addition to those listed here, there are numerous others, particularily concerning research about particular ethnic groups, in particular kinds of records, such as wills or naturalizations and/or research in other states or foreign countries. A good source for specific research references is the group of informative leaflets from the New York State Library, available for a charge of $7.00 (see page 000).

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INDEX TO BIRTH, DEATH AND MARRIAGE RECORDS NOW AT THE STATE ARCHIVES

Access to New York State's birth, death and marriage records has increased dramatically now that the State Archives has acquired a microfiche copy of the Department of Health's genealogical indexes to vital records. The indexes, dating from 1881-1916 for births and 1881-1941 for deaths and marriages, contain the name, place, date, and certificate number for birth, death and marriage certificates that remain in the custody of the Department of Health. New York State did not record vital statistics until 1881; records of earlier births, deaths, and marriages can sometimes be located at churches and cemeteries.

The index is easily accessible to anyone visiting the joint State Library-State Archives research room, located on the 11th floor of the Cultural Education Center in Albany. The research room is open from 9:00 a.m. to 5:00 p.m., and the indexes are available between 10:00 a.m. and 4:00 p.m., Monday through Friday.

Because of privacy and security considerations, transcription and copying of the indexes is not permitted. Researchers can use the indexes to find information about individuals and to order copies of actual certificates from the Department of Health's Albany office or from local registrars in towns and villages throughout the State. The Archives has a directory of all local registrars.

The Archives staff will provide research and copying services for a nominal, prepaid fee. For further information, contact:

New York State Archives
Reference Services Unit
Cultural Education Center - 11th Floor
Albany, NY 12230
(518) 474-8955

PATHS TO THE PAST FOR YOUTH — IT'S IN THE BLOOD

By Patricia Carter Sluby

Traditionally, family history research has been performed, for the most part, by adults who generally assume that children have no interest or concern about their roots or why they are related to people. In the last decade or so, especially since the universal airing of the highly acclaimed TV miniseries *Roots*, nearly all ages gained a new sense of family pride after learning of Alex Haley's fervent quest to find his ancestor, Kunta Kinte. Individuals, in record number, became eager to learn more about their relatives. They began to seek information that helped them to identify their ancestors and descendants and, perhaps, even to establish family reunions. Libraries, archives, court houses and vital statistics bureaus began brimming over with novice researchers anxious to locate early kin and climb their respective "family tree."

Curious adults with pads and pencils in hand and children in tow trekked to "staid, old environs." Youngsters, whether willing participants or not, thus became exposed to genealogy, even some perhaps were pressed into assisting their parents. Now, new tools and various methodology are available to help entice young people enter this field.

This journey into the past can be exciting and appealing to youth. Many may be smitten by its power. Fueled by interest and the desire to learn more, the budding researcher will be caught up in the infectious trend of hunting for more clues. Let's take a refreshing new look at the quest for seeking forebears and how we can motivate children to trace their lineage while learning familial relationships.

GENEALOGY AS A HOBBY AND INTEREST

The study of family histories and the record or table of familial descent can be recreational, educational, and inexpensive for children. Genealogy instills self-respect while providing a low-budget pastime. For instance, encouraging children to write letters to relatives and family friends for information about ancestors reestablishes broken family ties and renews friendships without the expense of travel, and promotes new pursuits into hunting for lost relatives as reward.

Home study courses in genealogy are incentives for those who wish to manage their own time in the comfort of home while completing requirements. Libraries, genealogical associations or societies and some schools sponsor programs for home study. The National Genealogical Society, headquartered at the Glebe House in Arlington, Virginia, offers the program "American Genealogy: A Basic Course." With this method students have freedom from a structured classroom environment and can work at their own pace.[1] Further, children can earn scout badges from activities centered around a hunt for ancestors. As a help for teachers, Wynne and Stevens authored *Teaching Genealogy to Enrich the Curricula of the Intermediate, Middle, or Junior High School*, a text to reinforce learning and to make students aware of their importance in life.[2]

GETTING STARTED

The best way to begin a search is to follow the procedure of using known information to seek the unknown. Old family Bibles usual have records of births, deaths, marriages and baptisms. Old newspaper clippings, obituaries, photographs and family papers are clues to family beginnings. Other leads come from elders who were eye witnesses to family events or who remember stories about their family.[3] Digging into family background to start a family history begins in the simplest way. Prepared "pedigree charts" outline direct parentage. These easy to follow ancestor flow charts are available in genealogy or family history books found at libraries, various bookstores (especially those that specialize in genealogy), and at genealogical societies. Charts are also formatted in computer software. Alternatively, charts can be self-prepared by drawing connecting horizontal lines, spaced apart for each generation. Children might find special satisfaction in drafting their own charts, but other tools are handy to interest and to assist youth in gaining knowledge about their families.[4]

Many localities sponsor exhibitions to assist researchers of family lines. An exhibit on helping people find their families in county records is beneficial to local history buffs and genealogists alike. Planning trips for school children to visit exhibits of this kind arouses interest in the history of local areas, which can be coupled with writing projects involving their particular family. Children then gain a sense of who they are, where they are and how they got there.

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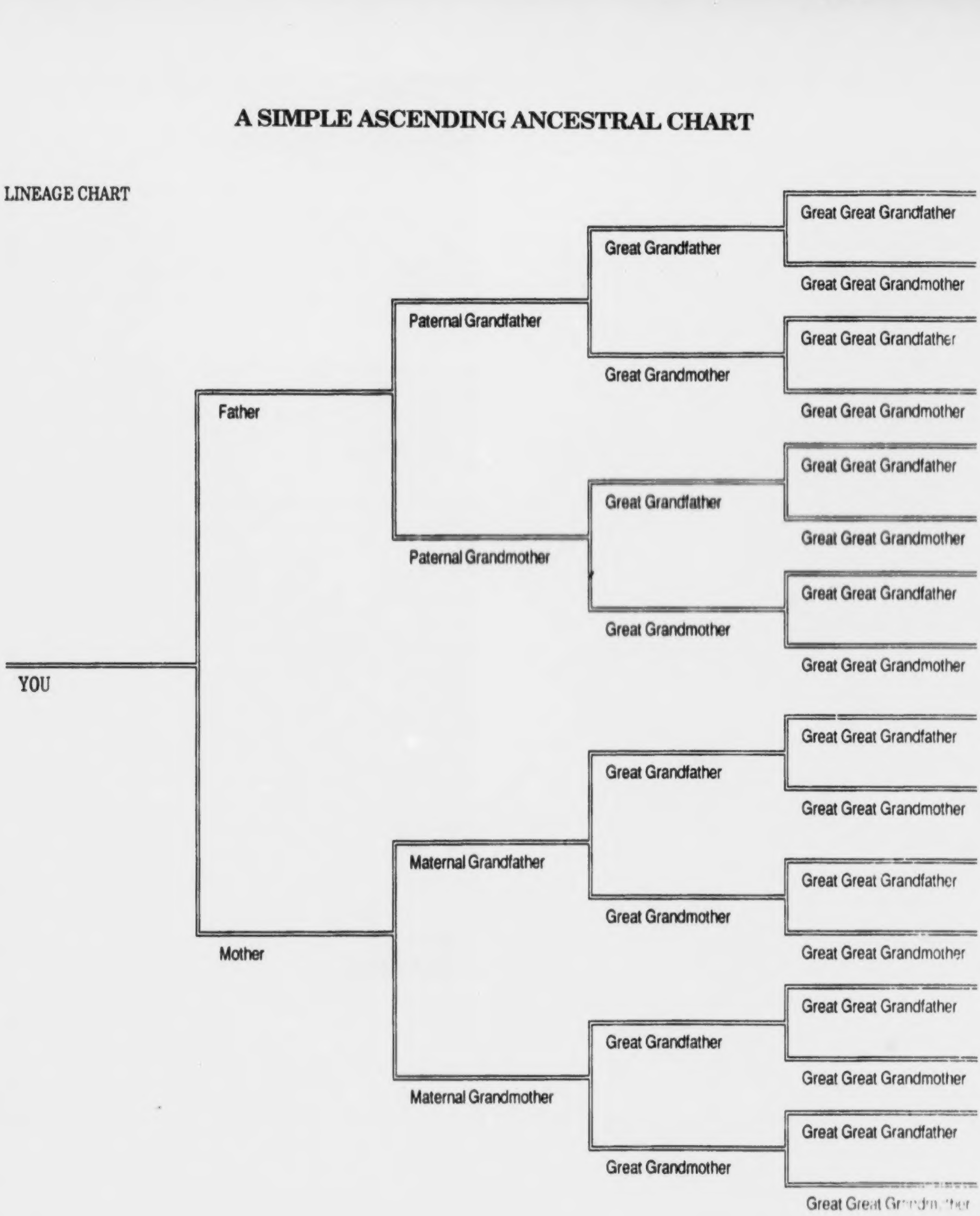
A SIMPLE ASCENDING ANCESTRAL CHART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RECORDING DISCOVERIES

It is essential that findings be recorded in some order. Children can prepare a logbook for recording names and dates of interviews and places they have been. In addition, they can make a project out of learning how to use recording devices such as audio and video recorders as a source for storing some of their information. Also genealogy specialty stores and some genealogical associations maintain a supply of forms and logbooks for data, documents and the like.

FINDING MORE INFORMATION

Another excellent source of information is the cemetery, especially family plots at local sites. In addition to being a source for dates of death, birth and sometimes marriage, the position of grave markers also can help establish relationships. Tombstone rubbing affords an enjoyable activity for children, along with learning how to use a camera to capture gravestone data.[5]

USING COMPUTERS

Teens and preteens who are comfortable with computers will find numerous texts and periodicals discussing software that guide them through genealogical research. The Andereck and Pence *Computer Genealogy: A Guide to Research through High Technology* gives detailed instructions for beginners and for the experienced and includes a section on reasons for using a computer.[6] The self-teaching guide *Tracing Your Roots by Computer* by Joanna Posey contains color-coded sections with headings such as records management, graphics, word processing integrated software and other helpful topics.[7]

A popular genealogical software that affords hours of fun for computer-skilled youth is *Family Tree Maker 1.01* by Banner Blue. This versatile device for recording family history comes packaged with 3.5" and 5.25" program disks and parchment paper for final printings. Family

PATENT INFORMATION ABOUT THE DRAWINGS ON PAGES 185-188

Family Relationships Card Game
United States Patent 4,230,321
Issued October 28, 1980
Inventor
Mildred E. Smith
1609 Madison St. NW
Washington, DC 20011

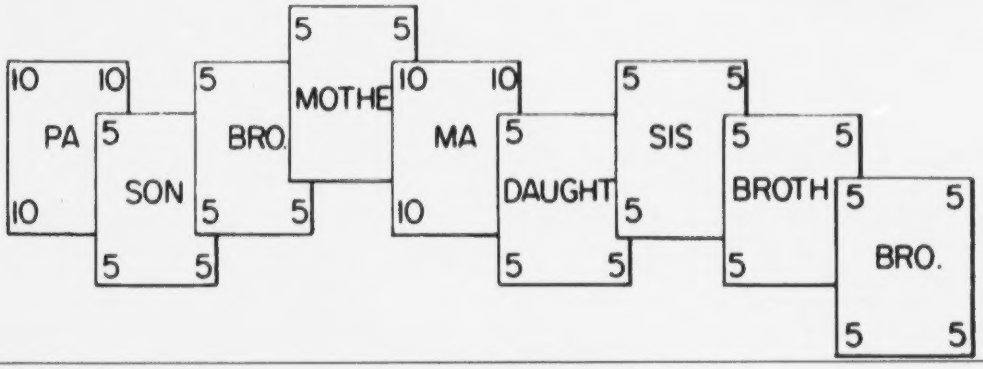
Genealogy Apparatus
United States Patent 4,201,386
Issued May 6, 1980
Inventors
Glenn C. Seale and George L. Frame
Triad Associates
112 State Street
POB 7269 Capitol Station
Albany, NY 12224

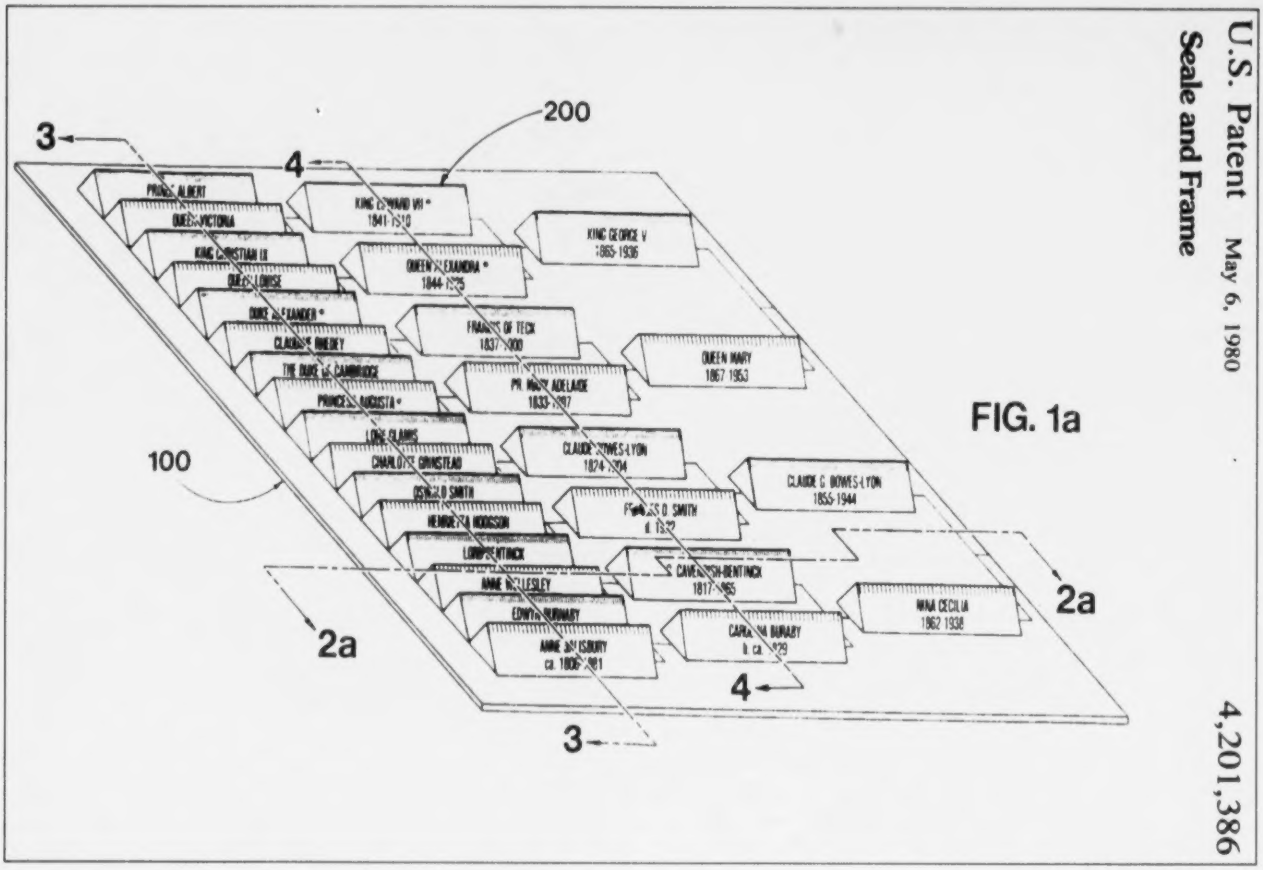
American Family Tree Game
United States Patent 4,375,288
Issued May 1, 1983
Inventor
Joseph G. Guertin
233 Benedict Road
Pittsfield, MA 01201

Modular Family Tree Doll Set
United States Patent 4,650,422
Issued March 17, 1987
Inventor
Dorothy J. Goreczynski
511 Jefferson Avenue
Utica, NY 13501

(For purchase of game contact inventor. For copy of each patent, send $1.50 for each copy to U.S. Patent and Trademark Office, Washington, DC 20231.)

United Staters Patent **4,230,321**
Smith **Oct. 28, 1980**




U.S. Patent May 6, 1980
Seale and Frame
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4
3
PRINCE ALBERT
QUEEN VICTORIA
KING CHRISTIAN IX
QUEEN LOUISE
DUKE ALEXANDER *
CLAUDINE RHEDEY
THE DUKE OF CAMBRIDGE
PRINCESS AUGUSTA *
LORD GLAMIS
CHARLOTTE GRIMSTEAD
OSWALD SMITH
HENRIETTA HODGSON
LORD BENTINCK
ANNE WELLESLEY
EDWYN BURNABY
ANNE SALISBURY ca. 1806-1881
KING EDWARD VII * 1841-1910
QUEEN ALEXANDRA * 1844-1925
FRANCIS OF TECK 1837-1900
PR. MARY ADELAIDE 1833-1897
CLAUDE BOWES-LYON 1824-1904
FRANCES D. SMITH d. 1922
C. CAVENDISH-BENTINCK 1817-1865
CAROLINE BURNABY b. ca. 1829
KING GEORGE V 1865-1936
QUEEN MARY 1867-1953
CLAUDE G. BOWES-LYON 1855-1944
NINA CECILIA 1862 1938

FIG. 1a

information is entered into the family-card screen. After selecting artistic tree designs, the software prints individual and family group-summary sheets. In its 20-line maximum capability, the expandable individual name boxes can include any information such as personal traits, occupation, hobbies, or even medical history to track hereditary diseases.[8]

GAMES AND OTHER TOOLS

Games and educational tools are always popular devices to help children understand and learn various subjects. Games filled with fun have been invented particularly to interest the young in understanding genealogy and to comprehend and value family pedigrees and background.

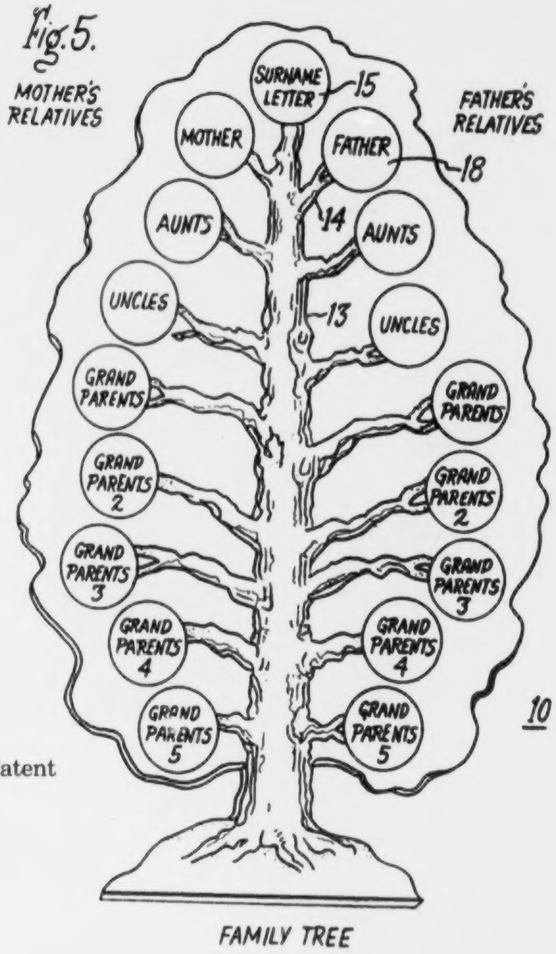
"Family Treedition™," the game patented by Mildred E. Smith of Washington, DC, uses a number of specially designed playing cards that challenge, entertain and instruct the participant regarding the relationships that individual members of plural generations have to one another. The 1980 patent titled "Family Relationships Card Game," originally developed to interest children, quickly transcended into a popular pastime for adults. And, it has been designed in braille. The object is to build as many family relationships as possible.

In 1980, Glenn Seale and George Frame, both of Albany, NY, were issued the patent for "Genealogy Apparatus," a three-dimensional board game that portrays the players' imaginary ancestral relationships to royal pedigrees. "Charles, Prince of Wales" is used as an illustration of such royalty. Prism-like structures containing information on famous or noble persons are mounted on the playing board at specified stations color coded according to maternal or paternal relationship. It is designed for a leisure-time setting by a group up to four persons, but it is also educational because of its historical and biographical content.

Joseph Guertin of Pittsfield, MA, developed his "American Family Tree Game" as an educational tool to develop an appreciation for the family history research in the United States. Patented in 1983, the game utilizes a deck of special cards indicating historic cities, surnames, ancestors and inheritances to determine the placement of the relative slots within the specially designed family tree panel. Both paternal and maternal family history is portrayed.

A unique educational toy for learning about ancestors was designed by inventor Dorothy Gorczynski, a resident of Utica, NY. Patented in 1987, the "Modular Family Tree Doll Set" utilizes dolls rather than cards or charts to explain bloods lines. Doll swings or doll treehouses are

Fig.5.


MOTHER'S RELATIVES
SURNAME LETTER
15
FATHER'S RELATIVES
MOTHER
FATHER
18
AUNTS
14
AUNTS
UNCLES
13
UNCLES
GRAND PARENTS
GRAND PARENTS
GRAND PARENTS 2
GRAND PARENTS 2
GRAND PARENTS 3
GRAND PARENTS 3
GRAND PARENTS 4
GRAND PARENTS 4
GRAND PARENTS 5
GRAND PARENTS 5
10

FAMILY TREE

United States Patent
Guertin

4,375,288
May 1, 1983

suspended from connected family branches. The dôlls, positioned on the swings or in treehouses, represent an individual ancestor or progenitor of both genders going back several generations. Family can join in this fun-filled expandable project.

CONCLUSION

The journey into family history that roots out progenitors and similarly allied families is both invigorating and enjoyable for all ages, but it can be especially appealing to children, provided they have the right incentives. The study of family lines and the pursuit for verifying data lead into many research trails peppered with winding paths. Nonetheless, it's fun-filled journey, spiced with an exhilarating sense of accomplishment when completed. It supplies years of useful information for future family members to acknowledge — it's in the blood.

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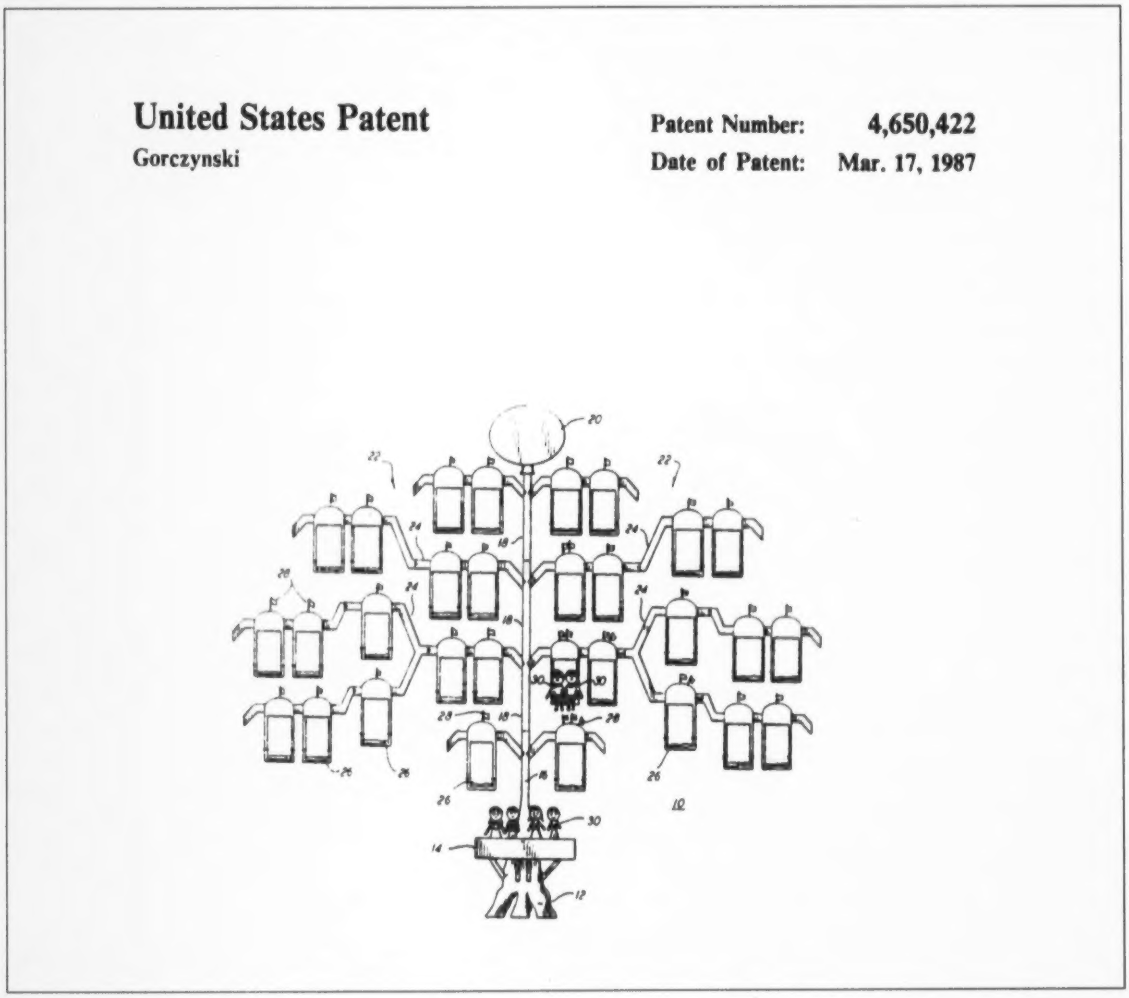
Patricia Carter Sluby *is a Certified Genealogist and a free-lance writer and lecturer on local history, genealogy, African American inventors and women inventors. She has been a consultant for the Prince George's County [MD] Memorial Library, and Genealogical Society, the Ohio Historical Society and Smithsonian Institution. She has published articles on tracing family history for the American Telephone and Telegraph Company. Her articles on her own ancestors have appeared in the* National Genealogical Society Quarterly, *the* Afro-American *newspapers,* Negro History Bulletin *and the* Maryland Genealogical Society Bulletin. *Mrs. Sluby has also appeared on radio and TV programs concerning genealogy, famous individuals and local history. She has received many awards for her work in genealogy and on inventors. In 1987, she published a book entitled* Creativity and Inventions: The Genius of Afro-Americans and Women in the United States and Their Patents.



United States Patent
Gorczynski

Patent Number: 4,650,422
Date of Patent: Mar. 17, 1987

TEACHING AND LEARNING WITH HISTORIC RECORDS

By David Golden

"The New York State Curriculum requires the teaching of topics that inherently demand the use of archival materials. One of the most common obstacles to the effective use of historic records is the lack of "how to" information. If teachers have not been introduced to the use of documents, it follows that they will not be used. Most teachers do not know where to find, nor how to use, historic records because most teacher training programs do not include instruction in archival access or use. They do not provide adequate focus upon historiographic methods or application. When teachers begin their teaching careers, they find few continuing education opportunities that deal with teaching with historic records." Thus, a lack of training has been a major barrier to the use of historic records in instruction.

Another barrier is that many of the holders of documents do not understand the potential for instructional use and for the building of public support for document repositories. Saving something is not enough: its use to society must be made clear to the ordinary citizen if the public is to support expenditures for archives and libraries. Students who are taught the value of archives and libraries will understand their costs and value when they enter the voting booth. Children who slide through the school system often will suddenly exhibit lively interest in their learning because they experience the joy of discovery among the documents in a local collection. Their parents, who have witnessed this experience, will view the value of those repositories differently.

These realizations were the foundation upon which a group of educators, museum educators and archivists came together in 1989 to write a plan that subsequently was published under the name *Looking to the Past, Teaching to the Future*.[1] One of the major initiatives that came out of their efforts was a training program designed to bring teachers together with museum people and repository staff.

A COOPERSTOWN SEMINAR

The use of historic resources in the classroom was the focus of a summer, 1991 program in Cooperstown. "Diversity in Documents" was jointly developed and sponsored by the New York State Historic Association, The New York State Council for the Social Studies and the Capital District Council for the Social Studies. It sought to begin to bridge the gap between teacher users and holders of historic resources and to demystify the use of historic records for all concerned.

"What the farmer does not know, he does not eat" goes an old German proverb. The same principle holds true with teachers and their use of historic documents. What they don't know, they don't teach.

During this program I was part of a group of teachers and county archivists who were given a tour of the Otsego County Clerk's office by Charlotte Konivto, the Otsego County Clerk. We were shown the room where records of trials are held and Mrs. Konivto explained the scope of her responsibilities as holder not only of transcripts but of evidential materials. The reaction of the teachers at the scope of the holdings and the ease of access was vocal and wondrous. They had had no concept of what possibilities existed for them. For example, every county has trial records that deal with historically significant events in local history. Students can relate to the locations involved since those places are within the scope of their experience and are therefore real to them. That is a vital factor with young children. As adults we tend to forget the weak sense of time and space relationships that young children have. Robert Maurer, former Executive Deputy Commissioner of Education said " Historic records provide the best evidence of social, political economic, and other phases of community development, and their analysis and study by students can constitute a sound learning experience".[2] Whenever we can build upon what students know in daily life, we increase their retention and lay a foundation for a new level of understanding.

In our touring group, there was a team from Otsego county that had chosen to research a family prominent in the early development of their town. It was the sort of family that streets are named for and whose name every one in town knows. That is often all that the townspeople know about the family. Mrs. Konivto had opened various sample records for the group to show them the formats and types of information that is available in her repository. Another member perusing the sample documents let out a cry and every one turned to look. By chance, the sample was opened to an entry that dealt with the very family the local team was researching and their colleague had recognized it.

The range of records and the ease of access was clearly a revelation to most of the teachers that afternoon. But it was evident that there was some new reality on the other side as well. The participants who work in county clerks' offices had little sense of what would excite teachers, and they were continuously surprised at their great sense of wonder at what are everyday activities and records for people who work in county courthouses.

On another day, the institute took its participants to Albany to visit the State Archives and Records Administration. One of the stops that day was to see the preservation activities of the agency. While the group was at that workstation, staff were working on an old will. It was undergoing conservation work, and, as the Institute participants leaned over the table to watch, yet another cry went up! The will that was being worked on was that of the same Otsego county family whose team had such luck in Cooperstown! The trip home was devoted to trying to persuade the members of that team to pick lottery numbers for us all.

These two chance events engendered infectious excitement. The team members were elated, but everyone in the group was galvanized by the realization that, while not all of us might have such luck at things falling into our laps, we could all make exciting discoveries. That sense of excitement will spill over into the classroom. When the teacher is energized there is a great chance the students will be as well.

WHY NOT A TEXTBOOK?

But why not just give them a textbook? We all pay taxes for them and remember how we poured over them in our student days. So why do we need documents and other historic records in the classroom any way?

Have you read any elementary or secondary textbooks recently? I recommend the experience only for insomniacs. If you're looking for compelling reading, the only compulsion you will find comes from knowing the assignment is due tomorrow, and that means a test! Don't get me wrong, text books are useful; it's just that they are seldom interesting at these levels. Too often, they are stripped of a human dimension. If that humanity involves controversy or the unconventional, it is seldom dealt with and almost never in depth. Just a few black-and-white statements and on to something that is noncontroversial. After all, that will assure the most sales of the book. That approach, all too common among textbook publishers, does little to provide the genesis of interest that motivates students. Of course, we cannot overlook the economic aspect of it. If we all use a lot more local historic records, then we may be less interested in purchasing text materials such as work books. We might learn that historic records are not only interesting but inexpensive to use as well. It is sad but true that permission to use the copier is often harder to get in a school than money for textbook purchases.

FOR THE STUDENT OF DEMOCRACY

What will a student get out of using historic records? "The good citizen has a set of values consistent with a democratic creed."[3] We want our students to hold those democratic values in high regard. If they are taught to rely upon "authority," i.e., textbooks, how will they learn to value decision making and other aspects of functioning democratic societies? Students must learn to think and act as responsible citizens. If they are to do so, they must learn the processes of independent inquiry. The bankruptcy of blind reliance on authority is demonstrated daily as the "chickens come home to roost" in the Soviet Union. Their lack of a body of citizens trained to reconcile conflicting sources of data, formulate hypotheses, ask analytical questions, recognize logical implications, determine the accuracy of statements of fact, etc., will prove to be the most critical shortage facing that society as it struggles to end its centuries of oppression and develop democratic practices. If a society does not know how to think democratically, it cannot practice democracy.

A good citizen has inquiry skills that can be used to separate fact from fiction. The processes necessary to use historic resources are those necessary for democratic life. We first must recognize that we have a problem. When it is in the headlines, that is easy. Most of the problems that we face never make the headlines. We need to learn that the large generalizations of history (and textbooks) are caused by specific individual actions. What we read or what "every body knows" are interpretations of selected individual actions or at least someone's account of that action.

We frequently discover it is not easy to arrive at a simple truth. We often assume we know what is being considered. When we take a closer look, the understandings of the definitions are not so easily arrived at. I still remember a professor in graduate school who posed the question for me, "What was the Railroad mileage of Great Britain in 1840, 1850, 1860?" What a snap! I could knock that off in no time, this was going to be an easy week. Several brutal days later, there I was on my knees, pleading for mercy, or at least some help. What had seemed so simple in the generalization proved complex in reality. Did we only count main lines? Was a double tracked line counted point to point or each track separately? What about siding and yard trackage? Were we going to include narrow gauge and standard gauge? Together or separately? What of dock railroads and mine trackage? ...and so it went. I learned a great deal more about the nature of history and what it takes to survive in a democratic society, than I ever learned about British rail mileage, but of course that was my professor's goal.

Students must first come to grips with the basic problem. What does it mean? If students do not fully grasp the implication of the question, then the path to an answer becomes much longer and harder than it need be.

Students enjoy, as we do, being involved in something rather than just being an observer. When they are asked to formulate a hypothesis based upon the problem that they think they have identified, they find themselves in mid-stream fighting the current. They can't stand and watch and succeed. They must ask the questions. Often that is the first move. But they soon come to realize that questions need to be purposeful and comprehensive. Social science concepts (leadership, decision making, institutions, citizenship and ideology) provide the assurance of completeness. The realization that students themselves must break the information down into useful parts causes them to discover the function of analytical questions. They may not be able to name it, but they soon learn to do it.

SORTING OUT FACT AND PERCEPTION

The Cardiff Giant at The Farmers Museum in Cooperstown is a useful in teaching students that not all historic records are on paper, or are easily interpreted. The 19th century hoax, in which a promoter created a "giant" petrified man and then arranged to have it "discovered" by a farmer, offers it all. There are news accounts, government reports and authoritative statements by "experts," not to mention one darn big "man." The evidence on this, both local and statewide, includes a substantial public debate in which a large number of public figures put on record their reasons for supporting the conclusion that this was indeed a petrified giant. Ministers, scientists and politicians all competed to provide the last word on the subject.

Fortunately, there was a skeptic who did not go along with the conventional wisdom. He asked questions and examined answers critically. He went to local records and innocuous sources of information: receipts for purchases and transportation services, and birth, marriage and police records. He was able to expose the hoax. Expert opinion fell victim to analysis and careful examination of records. While a teacher might not want to devote time for a full replay of that investigation, even a sampling of the sources could be an exciting hunt to solve a mystery. Students could formulate their own questions and thus realize the nature of the problem solving process. Everyone learns by doing, and doing history is the best way to learn.

One of the great problems for students is to sort out reliable, that is, accurate accounts, from the pejorative. That can be great fun for students even if the punch line may hurt a bit. Take a controversial event such as the Suez Crisis, Hungarian Revolution, Tienamen Square or Moscow coup and compare news accounts from east and west. The initial assumption is that "ours" are accurate and "theirs" are not. Look at a *Time* magazine account of the Hungarian Revolution, compare it with the *Tass* account, and, based only on those sources, try to determine what happened. That was what *Shaping of Western Society* did with students back in the 1960s.[4] It soon becomes evident that there is a bit of hyperbole in *Time* and a bit of truth in *Tass*. The U.S. publication speaks of Russian "...tanks rumbling sullenly by..."; students accept that at first glance. Ask them if they came to school on a happy bus or a sad bus that day and they begin to see it's not so simple.

What about the often-repeated stories of Mr. Yeltsin huddled in the "Russian White House," waiting for the tanks to come for him. How many times did we hear that complimentary title used on TV or in the press? How heroic — evoking those images of an American Presidency and all that it symbolizes. But if you compare news accounts from the recent Moscow coup with older ones of Governor Cuomo's 1987 trip to the Soviet Union, you find that they then put forth the accolade about a "Russian White House." The only problem is that when reporters at that time asked Russians on the street about that, they all said they never heard the nickname used before! If we are getting an advertising line on this, what of the rest of the news these same Russian sources offer and our press so willingly reports? Students who pick up on this type of permeation will begin to understand the complex nature of history. "Students become aware that all written history reflects an author's interpretation of past events."[5]

The civil rights struggle in the U.S. is typical of the ways that historic records can allow students to understand the nature of the problem and relate to the feelings of those concerned while they follow a document series. *Teaching with Documents: Using Primary Sources from the National Archives* provides a fine example of this. It includes a series of eight key documents on civil rights and uses them to allow students to improve their historic skills. First, they must select a document and deal with related questions that require them to identify factual information. They soon come to realize the importance of "reading the fine print," that is, the need to read carefully and accurately. They then begin to use the documents to establish a broader historic context to understand that era. The documents serve as a basis of a sweeping discussion of issues related to the era. Students are encouraged to develop their own conclusions based on the fact and to formulate generalizations.

We frequently discover it is not easy to arrive at a simple truth

Another document, the 1961 letter[6] to the Interstate Commerce Commission, provides an additional learning experience. The author had noted, while on a trip, that all waiting rooms were labeled "Colored Waiting Rooms Intrastate Passengers" or "White Waiting Rooms Intrastate Passengers." Students may miss the significance of "Intrastate," but when they continue reading: "According to the signs, there is no waiting room (either White or Negro) for Interstate Passengers," they are in the thick of an understandable issue. They can relate to a waiting room and its attendant facilities and understand the impact of such a situation on their own life because riding a bus is a real experience of our students. The path is thereby opened to examine local laws and practices and to learn what these seemingly abstract ideas mean in real terms.

Students have, in the process, found themselves analyzing data and testing its relevance. The label, "historian," may not be used in every level of the classroom, but it is the historian's work that they will have done for themselves. Youth and activity are almost synonymous — doing is always more fun than watching.

A simple thing like a blank bill form from a company can become the vehicle for a student's discovery that history is real. In *Teaching With Historic Records*, Kathleen Roe offers an example of this from a cigar manufacturer. Students can discover what kinds of items were sold by the firm, what terms and rules the firm used when making sales. They can discover if the firm still exists, where its place of business was located.

Local government records enrich instruction with reality

Ms. Roe also shows us that advertising is another useful tool. What does the presence of the horse and buggy tell about the range of business activity? What must be true of the handling of perishable goods? When did local people begin to understand the profound impact Henry Ford was making upon their way of life? Discussion and argument lead to improved skills at forming hypothesis, reconciling conflicting data and analyzing information. Students who master the process of inquiry will have a disciplined method for approaching societal problems. They will be equipped to learn independently in a world where our knowledge explosion leads to a doubling of information every 25 years.

A team in the 1991 "Diversity in Documents" workshop set out to use baseball as a barometer of American business activity as well as a measure of progress in race and gender issues. Mike Chlystun, Tom Hyder and Tom Kane of Smithtown High School East postulated that baseball offers a vehicle for insight into the relationship of business and government as well as a vantage point to view major social, political and economic institutions from a fresh perspective.

What did they find to use with their secondary students? They located a wealth of statistics on economic activity of the nation and baseball, editorials and letters-to-the-editor as well as newspaper and periodical articles. They identified a rich store of photographs, cartoons, poems and baseball memorabilia to capture the imagination of their students. With these, they set out to develop students' skills at interpretation and analysis of documents. They improved students' writing skills by requiring them to analyze information in the documents to provide the basis for answering essay questions. This team wanted to go far beyond the "look it up and write it down" school of writing, and they succeeded.

Using historic resources does not have to be limited to basic skills. They provide an ideal vehicle for higher order thinking skills and sophisticated student writing projects. The assignments can be as complex or simple as the students are able to handle. That flexibility is a major advantage of using historic materials in the classroom: the teacher can select a few simple items for one group and embellish the offering for more able or advanced students. Similar projects can be offered at various grade levels, and even the same documents can be used with ever-increasing levels of task assignments.

English is another subject area where the uses of public records can have the same exciting impact. On a recent visit to the Rensselaer County Clerk's Record room, Kileen Stone, an East Greenbush Central School teacher studying under a LGRAC grant was shown a sample of the wide range of materials by County Clerk Pat Casale. He had his records room supervisor, Ron Castagnier, include various inter-government reports in his sample. Among the records selected were some EnCon reports on pollution in their county. Among the documents that they discovered was a listing of the major county polluters. They were especially startled to find that 9 of the 11 worst cases in the county existed in their own school district! This led to the development of an English writing program that involved students in learning how to write persuasive essays, access public records and begin to develop a public conscience. They were to develop projects to learn about the local environmental issues and the actions of business and government to come to grips with these problems. They learned to make use of such things as topographical maps as they developed this interdisciplinary lesson. Columbia High School's grade 9 Honors English classes will be getting direct experience with such things as Super Fund reports and, at the same time, learning that all of their learning comes together in real life. They will be learning to cooperate with their peers and work together in this effort. The wide range of sights and different demands of each area are being met in a classroom that is run on a cooperative learning plan. Seven groups of students totaling 30 9th-graders will be producing findings that will be published in their school paper. English, Science, Social Studies and local governments all coming together to enhance a learning process by establishing the relevance of the students' studies to real life.

Local government records and other government records offer the means to enrich instruction with reality. They can enable the teacher to demonstrate how various kinds of "school work" can be useful to deal with life's problems. Students can discover that people "just like them" have helped to build this country, and their individual actions were significant in shaping our times. Records holders can develop a foundation of informed and knowledgeable people who appreciate the value of records repositories and libraries and undertand why they must support them. Emerging technologies offer promise of easier and cost-efficient access to wide ranges of records for students and adults alike. We must work to see that all of our people, urban and rural, have equitable access to public records and the real and useful records that they reveal.

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David Golden *is a teacher in the Shenendehowa Central Schools, located in Clifton Park, NY. He serves as Vice Chair of the Local Government Records Advisory Council. He is President of The Capital District Council for the Social Studies and serves on the Board of Directors of the New York State Council for Social Studies. He also holds elected offices in New York State United Teachers and New York State AFL/CIO. He is a graduate of the State University of New York, Oneonta, having received both his BS and MS degree there, and received their "Distinguished Graduate" award in 1990. He received the Robert J. Neiderberger award for "Outstanding service and dedication to Social Studies" in 1989.*

Maurice L. Tainter

Maurice L. Tainter, President of the New York Metropolitan Reference and Research Library Agency (METRO) from 1968 to 1973, died on March 8, 1991. A charter member of the METRO Board, Dr. Tainter was also well known as a professor, research director, university trustee and consultant to governments. Founding Director of the Sterling-Winthrop Research Institute, Vice President of Sterling Drug Company and Vice Chairman of its Research Board, he served additionally as a life trustee and Chairman of the Board of Trustees of Rensselaer Polytechnic Institute, and a member of the Board of Directors of the New York State Foundation for Science and Technology.

Under his leadership, METRO obtained two grants in 1968 from the New York State Foundation for Science and Technology for a survey of science library resources and needs in the New York Metropolitan area (conducted by Russell Shank) and a pilot demonstration of the value of a central serials supply program.

He was instrumental in strengthening lines of communication with State and Federal legislators and government officials in support of METRO's aims and purposes. His letters to such persons were models of lucidity, the products of an orderly mind.

His broad experience and varied talents not only lent distinction to METRO's public position, but were also useful for improving internal organization and functioning. He encouraged creation of a strong executive committee of the Board, vigorously endorsed its long-range planning committee recommendations, and strengthened committee structure and performance.

A wise, thoughtful and diplomatic leader, he was serious, yet casual, as President of the Board, and a stalwart and dedicated representative of individual libraries as well as library systems. Many friends and acquaintances will recall with pleasure and gratitude that long before he became President he served on the New York State Commissioner's Committee on Reference and Research Library Resources, whose 1961 Report led to the statewide organization of reference and research library systems of which METRO would become a leading member.

Morris A. Gelfand
President, METRO, 1973-1979

BUILDING BLOCKS OF THE PAST
The Community Biography Approach to Local History

By Stefan Bielinski

This essay focuses on community life in the past and considers issues related to the identification and understanding of historic communities.

In keeping with the subjective spirit of this discussion, let's begin by offering the half-borrowed observation that a community exists in the eye of its beholder. The term "community" means different things to different people. It is defined by each person on the basis of individual experiences, inclinations and needs. As such, communities have been described by political or economic criteria. Sometimes, they are identified by building architecture, street plans, or even natural features. But most often, people envision communities in humanistic terms. This essay focuses on communities that are defined by the characteristics of their members — their people.

For the humanist, the term community begins with the coming together of people with something in common. We understand it as larger and more diverse than a family or other kinship group, probably more complex than a neighborhood or enclave, yet smaller than a county or country, and certainly less inclusive than the family of mankind. After a population of people with something in common, a community may be further articulated by political or legal constraints or by economic common denominators.

Historic communities can be represented by the coming together of people in a relational situation over a period of time. Some communities undergo a series of evolutionary changes with people coming and going during their sometimes very long life spans. Others do not persist and break up for numbers of reasons. Their people sometimes start over together in another place; as a group are absorbed by an existing community; or are scattered to fit in in new places as individuals or with kin.

THE COURSE OF A COMMUNITY'S LIFE

For American communities, we might think of a community life course as beginning with its founding and pioneer phase. Like its human counterpart, a community's birth and infancy is relatively brief in duration and ends when the original settlers are able to survive without substantial external political, social, or economic assistance. Most New York communities experienced a one to four decade pioneer stage well before the American Civil War.

After the founders have gained a community foothold, the original settlers and some newcomers establish a viable community economy and begin to evolve a community dynamic. This initial development phase is characterized by small scale growth as the settler population increases naturally and the community realizes its simple economic potential (exploits its most obvious natural resources) with the extra offspring overflowing into a hinterland or leaving for more distant adventures.

The community's childhood ends when historical phenomena (usually externally motivated) trigger a dramatic growth burst or boom time that is roughly analogous to a person's adolescence. New market and/or political opportunities attract sometimes large numbers of newcomers who displace those of native stock unable to cope with new realities. Those who stay are influenced and often altered profoundly by the new people and new ways. The community grows physically and becomes more socially diverse and economically complex. This development phase is a time of great change during which a community comes of age, matures and reaches its natural limits. In America, the rise of manufacturing, industrialization and urban life are the hallmarks of community development — a century-long major part of the life span historians have labelled as the Industrial Revolution.

We use the experiences of people as a prism for viewing the past.

In the United States, the closing of immigration and the Great Depression of 1929 killed off America's development stage like an October frost. The period from then to the present can be viewed as a time of adjustment. Striving to overcome the excesses of and fallout from the Industrial Revolution, we have sought to establish a more responsible economy and society that will enable us to survive to enjoy tomorrow's world.

Most communities have a perceivable life span or life cycle. The community historian must first decide what part or all of the community experience to study. After defining the community life span as consisting of a pioneer phase and period of initial settlement, a boom time, a long age of maturation, a period of adjustment, and finally a rebirth or revitalization, let us now consider some strategies for understanding community life in historical perspective.

Again, we will use the experiences of people as a prism for viewing the past. However, approaches to understanding community society are as numerous and varied as definitions of the community itself. Traditionally, historians have described communities based on the experiences and material legacies of their most important personages or through the impressions recorded by visitors most obviously in literary sources and art. On the surface, these resources for explaining community life are appealing because they are often engaging, interesting and satisfying. Prime examples and impressions enable the historian to represent parts or all of the community story in ways that appear to be complete and seem to tell the whole story. Of course, in reality, they fall far short of representing the entire experience. The perceptions of the rich and famous are but solitary visions viewing the past through small windows.

The opposite extreme among social history approaches — that of considering every experience of each of the people, while currently popular, is much more demanding to accomplish. However, the comprehensiveness and richness of the "people of..." approach are strong recommendations for community historians to seek out all of the people by opting for compiling a community biography. The remainder of this essay will focus on the most salient features of the community biography approach to local history and will take its examples from the research strategy we devised for understanding the story of the people of colonial Albany.

The closing of immigration and the Great Depression of 1929 killed off America's development stage like an October frost.

Before beginning, the social historian must establish the boundaries or parameters of the community historically and demographically. First, what defines the community? What are defining experiences, boundaries and criteria? Whose experiences must be considered to enable you to understand a particular community group? What will be the scope of your concern in terms of gender, age, race, ethnicity, economics? What issues must be comprehended in order to explain the progression of stages in the community building process? Will you study the entire community life span (which in America could be approaching 400 years) or only the post-World War II period? Definition issues are almost endless. But they definitely merit substantial consideration and critique as you begin to focus on a particular community group as an evidence or database for explaining all or elements of the community life cycle.

THE COLONIAL ALBANY SOCIAL HISTORY PROJECT

Because we set out to understand why the ordinary people of a close community of colonists became revolutionaries and what happened to them, the Colonial Albany Social History Project eventually focused its study on all of the people who lived in the city of Albany during its preindustrial age — which we defined as including all city residents born before the end of the year 1800. We limited our study to documented city residents and considered their nonresident offspring only statistically because we understood that the city people and their families were sellers, makers, fixers and servers while the people of the countryside instead focused their lives on farming, husbandry and other agrarian activities.

Studying all of the people who lived in the city during its first 200 years instead of just the rich, famous and historically obvious has shown us that many more people were involved in the Albany experience than appeared even on the most comprehensive community survey documents (for example censuses of households taken in 1679, 1697, 1756, 1790, and each decade following). Unlike the rich and famous whose lives are documented by sometimes substantial caches of personal papers and surviving possessions, most of the people of colonial Albany left us neither literary nor material resources with which to understand their lives. Most never wrote more than their names. Almost half of them did not live long enough to marry and thus become fully vested community members. But the lives of the so-called historically inarticulate were well-documented in what we were surprised to find were the voluminous and diverse records of their home community and in the records created and preserved by outsiders ranging from the military to the church.

Perhaps a third of the total community population was quickly identifiable from information appearing on comprehensive and selective survey documents (censuses, assessment, membership, participation rolls) and from other internally generated or community-based records. Those lists named mostly adult men. The names of their spouses and children had to be extrapolated from church, judicial and family records — for example, the vital information appearing on the blank pages of family bibles. Family profiles and heritage patterns were then established by reconstituting living units in each generation of offspring as they descended from the first community member or original settler. The information from records resources filled out the branches of family trees and the community forest thus accounting for another half of the total study population.

By mining all community-based records resources we were able to identify by name between 80 and 90 percent of the total city population. These included the records of several levels of local government, real estate transactions, membership organizations and business papers and accounts. Typically, with name identification we found variable quantities of additional demographic or qualitative data.

Slaves, other disadvantaged minorities, the indigent, transients, the dependent poor and the infirm account most of the remaining portion of the total community population. Since almost all of these people were excluded from participation in some important community activities, their lives are less well documented than those of the mainstream men, women and children — unless they had legal, business, or behavior problems. A number of these so-called marginal people have been identified from the sources mentioned above and from an ongoing sweep of newspapers and literary sources.

The strategy outlined above for identifying all members of a community is not perfect as some community people were not mentioned even once in any of the several hundred internally generated historical documents so far encountered. The identities of some of them have come to our attention as identified by external correspondents, diarists, or other observers and were brought to our attention by other scholars as historical characters cast in another context. Although resident in our community, their contributions had not been chronicled in any of the internal or community-based resources. Once identified and verified, their lives must take their places as parts of the story. Even more so than the marginal members, special attention must be focused on understanding their life stories.

Most of the people of colonial Albany never wrote more than their names but their lives were well-documented in voluminous and diverse records of their home community and in the records created and preserved by outsiders.

A final (and hopefully tiny) group of marginal people are those still unknown — those at the opposite end of the social spectrum from the prominent. Let's call them the historically invisible. These are the people who may or may not have existed or who may have been defined out of the community by a narrow-minded historian. The possibility of their existence must be kept in mind lest we truly believe that we really have identified everyone.

A BIOGRAPHY FOR EACH MEMBER OF THE COMMUNITY

Having defined the community and having identified all community members, the community biographer then is ready to focus on the community building blocks, that is to develop a comprehensive biography for each community member. Here again, consideration and critique are crucial. A useful structure for each biography comprehends the phases of an individual's life course — birth, growth, maturity, decline, demise, while articulating an individual's characteristic socioeconomic elements. Those considerations raise questions regarding the kinds of historical information that will best illustrate the flow of the life course. Three general categories of information that can be developed from records resources will provide a large number of answers. First, consider demographics, the data marking an individual's birth, death and marriage — an essential rite of passage that in preindustrial society was a characteristic of most participants. Communitywide demographics represent an extremely potent historical resource and are well worth the substantial research effort required. Individual demographics also are necessary to separate the historical information relating to individuals with the same name. Demographic information alone can answer a surprising number of basic questions about the community and its members. However, a second grouping of research information on community members can be used to understand what the community did and why. Because most community members did not articulate their motives and/or beliefs, the community historian finds meaning for their lives by studying what they did and what they accomplished. Action, opposition and ambivalence can be deduced from a comprehensive understanding of a person's actions. Thus research is focused on activities, a general rubric that we use for the energy devoted to subsistence (survival); wealth and standard of living (how and where a person lived); career(s) or work history; public service (political, governmental, legal, military); and social (the quantity and quality of a community member's interactions). These activities account for much of a person's time and can be monitored throughout one's life span. A third general category is not so neatly organized and is more open-ended to accommodate types of essential biographical information not obviously assignable as demographics or activities. At the Colonial Albany Project, we use this category to chart an individual's travel experiences, material possessions and prevailing folklore or literary information.

After assembling the cast of characters, "all" of the people of the defined community, and, after providing consistent demographic and activity information for each person throughout their lives, the community historian has the data needed to study the community and to understand its story. We then can ask the big questions regarding the community's composition and character. Our data will tell us exactly who was involved and the extent of their participation. We can focus on group dynamics and individual living patterns with some precision. And we can then ask sweeping questions about how all these changed over time. Instead of characterizing the most obvious individuals as examples, we can identify representative community members and utilize their stories to humanize history.

In conclusion, this essay represents an approach to history based on learning about community life. This approach is less selective than individual life and times biographies of the rich and famous and less impressionistic than relying on the observations of outsiders. It offers the strength of comprehensive data. And it is inherently interesting to people because it is about real people. It is not, however, the only way to look at local history. If it is to be truly comprehensive, it must be informed and tempered by the concerns of the architectural historian, the psycho-historian, the economic historian, the....

The Colonial Albany Social History Project, a model community history program sponsored by the New York State Museum, is a working example of the "of the people, by the people and for the people" approach of the community historian. The Colonial Albany Project offers training, consultation and guidance in community history planning, research, programming and service. For more information and a publications list, contact the Colonial Albany Social History Project, 3093 Cultural Education Center, Albany, NY 12230, (518) 474-6917.

Stefan Bielinski *is the founder and director of the Colonial Albany Social History Project, a model community history program at the New York State Museum. For the past 20 years, he has been a student, teacher and advocate of the "history of the people, by the people and for the people" approach of the community historian. He is the author of* Abraham Yates, Jr. and the New Political Order in Revolutionary New York *(1975),* Government by the People: The Story of the Dongan Charter and the Birth of Participatory Democracy in the City of Albany *(1986), articles on the people of colonial Albany and several monographic works on aspects New York State history.*

Since 1981, he has been joined by a team of colleagues, students, descendants and community people in a comprehensive research program to study early American community life by including the contributions of each of the almost 16,000 men, women and children who lived in the city of Albany before 1800. Besides publications, the Colonial Albany Social History Project presents the story of the people of colonial Albany and their world to diverse audiences through public programs incorporating the popular appeal of creative exhibitions, video and music.

In 1991, Dr. Bielinski is focusing project research on understanding life in Albany during the War for Independence. New learning informs his book in progress entitled "The Other Revolutionaries: Winners and Losers and the Experience of Independence."

THE MORMON CONNECTION IN FAMILY HISTORY

By Loren V. Fay

Early in your learning about tracing family history, you are likely to hear that you should investigate what the Mormons have collected in their library. Some people are so hopeful at the prospect that they come to a local Mormon Family History Center expecting to find their family already researched and published in a book, as if they could just take it down off a shelf, clutch it to their breast and copy off the information. Rarely is this possible, unless you have Mormons in the family who have done the research or are part of a family that has a lot of Mormon descendants.

What have the Mormons contributed to family history? Why does this church, The Church of Jesus Christ of Latter-day Saints, have a place in genealogical research?

Mormon interest in family history is an outgrowth of their belief that life is eternal and that people who died without completely accepting the fullness of the gospel can be aided by the living through the performance of proxy rites in Mormon temples. This doctrine has its origins in an 1836 vision given to Joseph Smith, in which he saw his deceased brother in heaven, even though his brother had not been a member of any faith. Pondering upon this vision, Smith was led to teach that those who died outside of the faith could still be saved. In the gradual growth of this teaching, baptism on behalf of the dead was begun in 1841. From that time forward, Mormons have sought out the names, dates and places of their relatives in an effort to help them improve the status of their eternal lives. Whatever others may think of this practice, the fact is that it has given rise to the world's largest genealogical collection and the Mormons graciously allow anyone to use these holdings for their own research.

Growth of the Mormon library has been a gradual evolution. It took 50 years before the church had any organized system for helping members do family research. The 1840s to 1890s were very turbulent years for the church, with persecutions, the trek to Utah, building a civilization in the desert and trying to fend off the meddling of Federal authorities in local matters. Utah did not achieve statehood and full constitutional rights until the Federal government was satisfied that the Mormons had officially renounced plural marriage. The Genealogical Society of Utah was begun in 1894 with a small library in the Church Historian's attic. Over the next 50 years, classes were taught in local congregations on how to collect genealogical data and the increase of activity led to the creation of a central registry of completed rites. The purpose of this was to avoid duplication of research and it later grew into the International Genealogical Index (IGI).

The IGI was born as a computerized file in 1970. It lists names previously submitted so researchers can see if rites have been completed for a relative. Since then, records of precomputer days continue to be added to the IGI and new submissions are added as they are received for processing. As of 1988, the latest general edition of the IGI, there were about 150,000,000 names in the file. The newer computer version of the file has more names and it will continue to grow as names are submitted to the file. Most Mormons only submit a few names, while some become engaged in lengthy research projects. Non-Mormons can also submit names to the file by filling out forms and sending them in. Forms are available at all Mormon libraries.

For anyone in search of family data, a file like the IGI is a natural place to look for information. Like all files, there are limitations, because the data is only as good as the research skill of the submitter. Data needs to be verified when it is used to extend a "family tree" by looking up the original records of the place and time period given in the IGI. This is done by noting the names, places and dates, then looking in the library catalogs for references to records that may provide the original sources. If names of relatives are not found in the IGI, one just moves on to the catalogs for a survey of records from the places relatives are known to have lived. If records are located, microfilm copies of the records may be searched for new data that has not yet been indexed in the IGI.

Microfilming is another step the Mormons took over 50 years ago. This has allowed the collection of original records for the church library and helped local record holders preserve their records. The program began in the United States and England, but has spread to most nations of the world where Mormons have ancestry. While some record holders have refused cooperation because they do not agree with Mormon ideas, it is amazing what records have been collected. There are now about 2,000,000 films of records in the collection, or about 98 percent of the library holdings. The New York State films number over 40,000. They are accessible through the library catalog, which has author/title, locality, subject and surname divisions. A very good video presentation on the use of the catalog is available at all Mormon libraries.

For researchers with New York State interests, the Mormons have done a great task to preserve records for your use. Teams of microfilmers have visited most county record centers and filmed many of the records. These especially cover census, deed, mortgage and probate records. Some counties are better represented than others and some counties did not cooperate with the effort. Other projects have sent filmers to libraries with good local history collections and have added some of these resources to the Mormon library. More recently, religious records are being collected from New York State. Some projects have included the filming of Catholic and Lutheran church records, but coverage is not comprehensive because some churches and dioceses have refused cooperation. For instance, the Albany Catholic diocese refused the free offer to film records, while the Buffalo, Ogdensburg and Rochester diocese accepted the offer. Another notable religious acquisition is a nearly full set of Quaker minutes and vital records filmed in 1950 at the New York Yearly Meeting archives, including records mainly for the pre-1850 era. Records of many early Dutch Reformed, Presbyterian, Lutheran and Episcopal churches in the Hudson and Mohawk valleys were filmed as the Vosburgh Collection at the New York Genealogical and Biographical Society in New York City.

Cooperation for these filming projects varies across New York State because the private and public agencies at State and local levels have differing opinions about the records they hold. Some feel they should be available for research use, while others feel they should be kept confidential. When filming is done, agencies have the option of placing restrictions on the use of the records, such as having them kept closed for a period of time after the dates of the records or only allowing noncirculating use of the films at the Family History Library in Salt Lake City. The library accepts restrictions as a fact of life when record holders require them, but hopes most records will be able to be circulated. A case in point is New York Vital Records. New York City allowed films to be made of a series of their older vital records, while New York State has not yet allowed any of its vital records to be released to the Mormons. When records are available for use, people do not have to bother officials for copies of records. When they are not available to the public, offices may become backlogged with piles of requests that take many months to complete.

Mormon library materials are available in most local areas of the United States at their branch libraries, called Family History Centers. These centers are often only large enough for 10 or 20 people to use at a time, but are usually open as often as the volunteer help will allow. To find a Family History Center, just call the nearest Church of Jesus Christ of Latter-day Saints and ask for the location and hours. In New York State, there are at least a dozen centers in the Albany, Binghamton, Buffalo, Ithaca, Jamestown, Lake Placid, Manhattan, Plainview, Poughkeepsie, Rochester, Scarsdale, Syracuse and Yorktown areas, which are the administrative centers for nearly 40,000 Mormons in this State. Facilities may vary from center to center, but most will have the latest data.

In Albany, the center is located in the suburb of Loudonville at the church building and is open 20 hours a week, with evening hours on Tuesday and Thursday, daytime hours on Wednesday and morning hours on Friday and Saturday. Its resources include the video instructional tools on basic research, census records and library catalogs. The largest segment of the center's collections are on microfiche, including the IGI, library catalogs, 1790-1850 census indexes and many out-of-print reference books. A microcopier allows coping from fiche and film reference. Newer technology was added last year with the computer versions of the catalog, the IGI, the Ancestral File and the more recent Social Security Death Index. The last three computer files allow researchers to save data to a disk and take it home to use with their own IBM compatible computer. The centers have a basic reference collection and process film circulation orders for library users. There are no full-time or professional reference staff specialists, so researchers must seek instruction first by reading books or attending research classes at adult education programs or genealogical societies in the area. Some of these groups make visits to the center to teach people about the facility. Visitors should also ask to see the instructional videos as often as needed to learn how to use the library. A printed version of the introductory video is available for a very nominal cost.

Loren Fay, *a native of the Finger Lakes area, is an Accredited Genealogist with the Mormon Family History Department, specializing in New England states. He volunteers at the Albany Family History Center and the New York State Library and writes articles for Heritage Quest magazine on New York and New England research. He helped start the Capital District Genealogical Society and is currently President.*

ADVICE ON PRESERVING FAMILY HISTORY PHOTOGRAPHS AND DOCUMENTS

By Karen Motylewski and Gary Albright

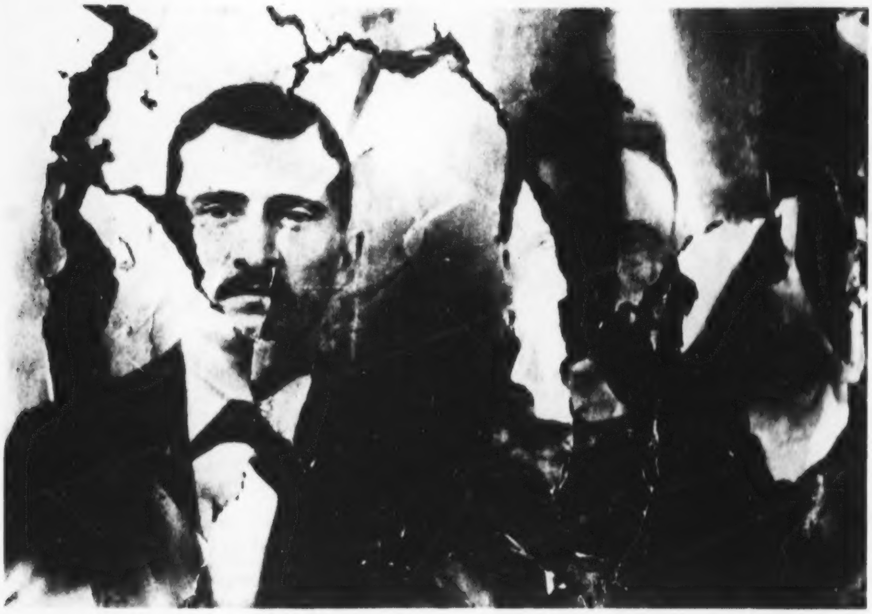
The Northeast Document Conservation Center was founded in 1973 to specialize in the conservation of paper and related materials. The Center is now the largest non-profit, regional facility for conservation in the United States. The following tips for the family historian or other person not expert in preservation, are based upon information that Center staff has prepared for librarians, archivists and others who are concerned about preserving family documents and memorabilia.

ELEVEN HINTS FOR PRESERVING FAMILY COLLECTIONS

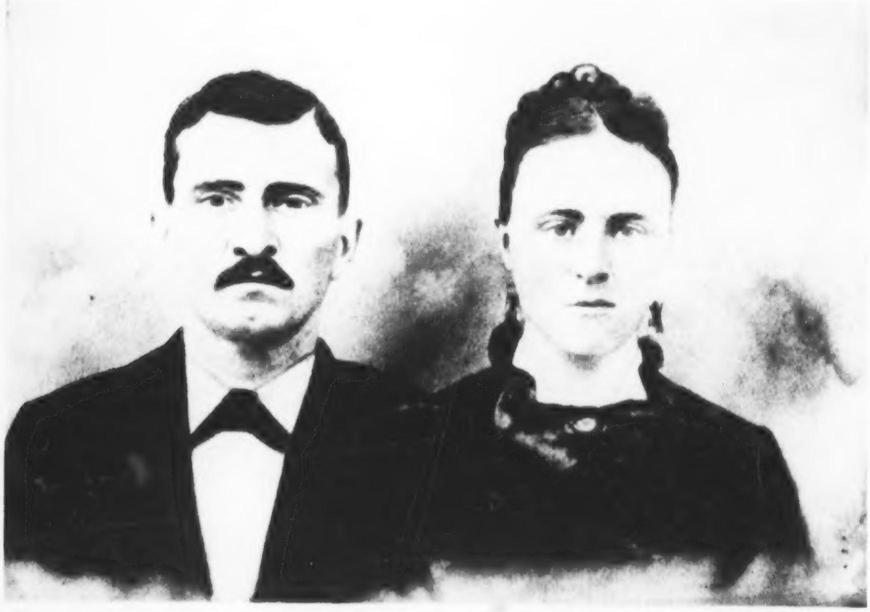
1. The best protection for your books, papers, photographs and prints is a "safe" environment: moderate temperature and relative humidity; clean air and good air circulation; limited light from any source; and good housekeeping.
2. Avoid sources of water, damp and pollution: don't store your valuable books, photos and paper in attics or basements, or near water sources like washing machines or bathrooms. Think about what's in the room above your heirlooms, too.
3. Heat causes damage. Don't hang valuable objects over radiators, heat-producing appliances or the fireplace. Books and papers you want to read twenty years from now should not be shelved on the mantel, the window sill or the radiator.
4. Light causes fading and other damage. Keep photos and art (prints, watercolors and other works on paper) in the dark as much as possible. Don't put valuable books and papers where they'll get direct sun or bright light of any kind. Hallways or other rooms without windows are best. Install and use shades and heavy curtains where you can't avoid windows.
5. Use a museum-quality mat and frame to display any valuable photo or art work — even children's drawings. Indoor pollution is a growing problem in energy-conscious spaces with good insulation, and causes rapid damage to paper. The glass or plastic glazing of a frame will keep pollutants and dirt away, and edges will not be damaged by handling or tacks. The mat keeps the glazing from sticking to the work.
6. If you want your wedding pictures (or photos of any event) to last for your grandchildren, have the photographer take a roll of black-and-white photos. Video, color slide and most color prints have a limited life-expectancy.
7. If you want to keep a clipping from the newspaper for the long term, have it photocopied onto buffered paper (e.g. Xerox Image Series Elite or Howard Permalife). The copy will outlive the original.
8. Letters, clippings and other documents you want to preserve should be stored unfolded in buffered folders. Folding and unfolding breaks paper along fold lines. Standard office manila folders are a source of acids, and envelopes can cause damage as items are removed and replaced. If you can't find buffered folders, use a sheet of buffered paper at the front and back of the folder.
9. When storing photos in an album, use "photo" or mounting corners (available from photography suppliers or stamp dealers), not self-sealing plastic (which can stick to or react with your pictures). Choose a photo album with neutral (pH 7.0-7.5), good-quality paper and or polyester, polypropylene and/or polyethylene pages — not vinyl or PVC.
10. To remove the musty smell from old books, make sure they are dry. Put them in a cool, dry space for a couple of days. If the musty smell remains, put them in an open container (e.g. clean, dry garbage pail or box) inside a larger, closed container (e.g. clean, dry garbage pail, box, polyethylene bag) with an open box of baking soda or a potpourri. Do not allow the deodorizer to touch the books. Leave for a few days in a cool place, checking once a day to make sure no mold is growing.
11. To remove staples or old paper clips from documents (especially if they're rusty) slide a piece of thin, stiff plastic (e.g. Mylar, polypropylene) under the fastener on both sides of the document. Slide the paper clip off the plastic, or use a pair of tweezers or a thin knife to bend the edges of the staples up and pry it out. The plastic will protect the paper from abrasion and from damage by your tools. Staple pullers tear the paper.

CARE OF PHOTOGRAPHS

A safe environment and proper storage materials are also important to preserve photographs. By controlling



This typical family portrait, a crayon enlargment, was mutilated when vandals broke into the home of the owner. Conservators at NEDCC removed its cloth backing and wooden strainer, carefully cleaned and washed the image, and reduced discolorations resulting from age and imperfect storage conditions. The photograph was mended, and losses were painstakingly restored using paper pulp fills and watercolors. NEDCC recommended that the owner frame the image under ultraviolet-filtering Plexiglass and display it under low light. Photo courtesy of Northeast Document Conservation Center, Andover, MA 01810.



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these factors, the deterioration of a photograph collection of any size can be greatly reduced and its longevity greatly enhanced. The Center's fact sheets on *Storage Enclosures for Photographic Prints and Negatives* and *Archival-Quality Storage Enclosures* provide additional technical information. In addition, consider the following information.

Environment

Many environmental factors influence the stability of a photograph collection: relative humidity, temperature, air purity, and light are some of these. Relative humidity is the single most important factor in preserving photographs from chemical deterioration. High humidity speeds up detrimental chemical reactions, leading to much of the fading and discoloration visible in photograph collections. Relative humidity should be kept below 50 percent. Ideally it should be set at 25-35 percent. Stable conditions are very important.

Temperature control is important mostly because of its influence on relative humidity. However, high temperatures will speed up chemical deterioration. A well known rule of thumb in chemistry is that the rate of deterioration is doubled with every 18°F increase in temperature. The recommended compromise temperature for the storage of photographs and the comfort of people is 68°F. Lower temperatures are desirable, especially for color materials.

Sharp fluctuations in relative humidity and temperatures are not good for papers and photographs. The use of dehumidifiers and humidifiers can be helpful. Avoid attics (too hot) or basements (too damp) for storage areas. An interior closet would be much better. Don't hang or store photographs on exterior walls, in bathrooms, or over heat sources.

Air purity is particularly crucial in a city environment. Harmful chemicals as well as particulate matter can damage photographs. Ideally, air should be filtered and dust should be kept to a minimum. Using folders and boxes for storing materials can help reduce the effect of environmental pollutants and fluctuations.

Metal cabinets are preferred over wood because wood generates harmful gases. If wood is used, it should be sealed with a good quality sealer and water-based acrylic paint. Keep photographs away from fresh paint fumes, plywood, cardboard, and janitorial supplies.

Light can cause embrittlement, yellowing, and fading in photographs. Direct sunlight is the most harmful light source; incandescent (tungsten) lighting is preferred to fluorescent. Avoid hanging photographs where they will be exposed to direct sunlight or to fluorescent lights. Ultraviolet-filtering Plexiglas is recommended for use in framing any photograph which is on long-term display but it is better to display precious images only temporarily.

Storage Materials

Proper storage materials are essential for the long-term stability of photographs and negatives. They provide much-needed physical support and protection for fragile objects, and at the same time act as a barrier between the photograph and a potentially unstable environment. Much damage has been done to photographs by the use of reactive materials such as acidic wood pulp sleeves, rubber bands, paper clips, pressure-sensitive tapes, and poor-quality adhesives such as rubber cement or animal glue.

Storage materials can be either paper or plastic. Both have advantages and disadvantages. Paper enclosures are opaque, protecting the object from light. However, this makes viewing difficult, since the object must be removed from the enclosure before it can be looked at. This increases handling and subsequent abrasion and fingerprinting of the image. Paper enclosures are porous, protecting the object from the accumulation of moisture and detrimental gases. This is especially important for cellulose nitrate and early safety film negatives, since the gases generated by the deterioration of the support material are harmful to the photograph.

Paper enclosures are available in buffered and non-buffered stock. Both should be of archival quality. Experts are currently investigating the possibility of damage from direct contact of buffered paper with photographic emulsions. Buffered storage enclosures are not recommended for color images, cyanotypes, or albumen prints. They are recommended for cellulose nitrate and early safety film negatives, brittle prints, and prints on brittle acidic mounts.

Paper enclosures should not be made of Kraft or glassine paper as the impurities in these materials will cause deterioration of the photograph. Also to be avoided are the cardboard boxes used to package photographic materials.

Plastic enclosures have the great advantage of allowing an image to be viewed without removal from the enclosure. This greatly reduces the chance of abrading, scratching, or fingerprinting the photograph. Plastic enclosures seal the object from the atmosphere. Since most chemical deterioration in a photograph is catalyzed by the presence of moisture and air, such protection may prolong the life of the image, but plastic enclosures can trap moisture and cause ferro typing (sticking, with resulting shiny area) of the image under extreme conditions.

Plastic enclosures of archival quality may be made of polyester, polypropylene or polyethylene. Plastic material which is not chemically stable will cause deterioration of a photograph over time. For details on the differences in plastic materials and their relative advantages and disadvantages, see the Center's leaflet, *Storage Enclosures for Photographic Prints and Negatives,*

MORE ABOUT THE CENTER

The Northeast Document Conservation Center (NEDCC) serves libraries, archives, other institutions with collections, as well as corporations and individuals. NEDCC employs a staff of 40, including conservators, librarians, and preservation specialists. The Center's reputation for excellence comes from the skills and versatility of its conservators and the variety of materials that it is equipped to treat. Its experience includes conservation of books, documents, maps, photographs, parchment, maps, wallpaper and art on paper, including drawings and paintings in all media, prints, collage and contemporary works. NEDCC services also include microfilming, photographic duplication, surveys and consultation, workshops, and disaster assistance. The Center is located in a new climate-controlled facility at 100 Brickstone Square, Andover, MA (508-470-1010).

Karen Motylewski *has been Director of Field Service at Northeast Document Conservation Center since 1986. She holds a master's degree in education from Harvard University and served an apprenticeship in a private conservation practice in Cambridge, MA. She is a member of the American Library Association and a Professional Associate of the American Institute for Conservation, and provides education and consultation in preservation to a wide range of collections-holding institutions. She serves on a number of advisory committees, including the Massachusetts Task Force for Preservation and Access.*

NEDCC book conservator Joseph Newman rebinds a book using a traditional method of sewing signatures on linen tape, in keeping with the original structure of the historical binding. The book pages have been treated to retard the production of acids that can destroy paper. It will be returned to a new or restored binding to insure that the book continues to serve readers as a source of information and pleasure. Photography courtesy of Northeast Document Conservation Center, Andover, MA 01810.

Gary Albright *is a Senior Conservator at Northeast Document Conservation Center, where he has specialized in paper and photograph conservation since 1980. He is a graduate of the University of Delaware and the Winterthur conservation program. Before joining the Center he served a postgraduate apprenticeship at the University of Delaware and worked at the regional conservation center in Philadelphia. He is a Fellow of the American Institute for Conservation and has lectured extensively on the conservation of photographs.*

NEDCC Senior Conservator Gary Albright, one of the nation's few specialists in photograph conservtion, removes a photo from its brittle backing. The photograph will be carefully tested, washed and remounted before being returned to its owner for many more years of use. Photograph courtesy of Northeast Ddocument Conservation Center, Andover, MA 01810.

67

NEW YORK STATE LIBRARY GENEALOGICAL SERVICES

The State Library has an extensive collection of printed histories on individual families. The collection is national in scope with an emphasis on New York, Pennsylvania, New Jersey and New England families. Reference works and guides to genealogical research in foreign countries are available, but separate family histories for families outside of the United States are not collected.

The Genealogy collection is of interest to those who are tracing the history of their families, professional genealogical researchers, biographers and historians who are seeking information about the collective history of families or the domestic life of a period in American history.

RESEARCH SOURCES

- church and cemetery records
- census records
- genealogical periodicals
- genealogical and hereditary society publications
- military records
- indexes to naturalization records/ship passenger lists
- Bible records
- abstracts/inventories of wills
- newspapers
- city directories
- guides to sources and collections in other libraries
- works on heraldry and coats of arms
- family newsletters

ACCESS

The Library's online catalog (which will be available in the Internet late in 1991) provides access to the collection through author, title and subject entries. Card files provide access to surname records, vital records, city directories and Daughters of the American Revolution materials. In general genealogical materials do not circulate.

SERVICES

Library staff provide assistance in the use of the collection, suggest research strategies, and provide referral to sources not available in the State Library. For those who wish to engage the services of a professional genealogist, a list of certified genealogists is available.

NEW FINDING AIDS

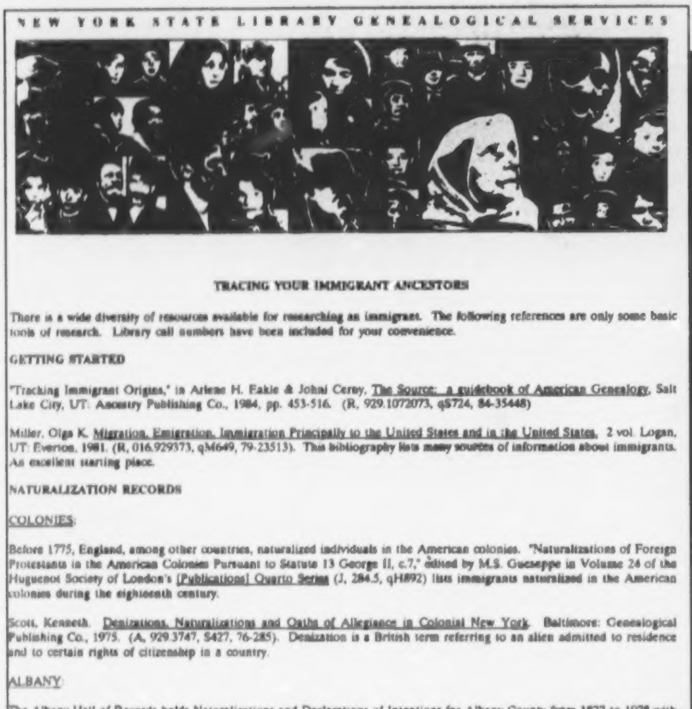
New York State Census Records, 1790-1925 (Bibliography Bulletin #88)

The Library has developed a new series of finding aids, available at a modest price. Two are reproduced here. A list of the finding aids also appears here.

New York State Library Genealogical Information Sources

Each *Genealogical Information Source* costs $1.00. The entire set of 13 can be purchased for $7.00.

- Starting Your Family Tree (2 pages)
- Surnames — A Pathfinder (2 pages)
- Adoptees (2 pages)
- Tracing Your Immigrant Ancestors (2 pages)
- DAR Records (2 pages)
- Loyalist Records (2 pages)
- New York State Military Records — Pre-Civil War (2 pages)
- New York State Military Records — Civil War and Following (2 pages)
- New York State Census Records — State Census (2 pages)
- New York State Census Records — Federal Records (2 pages)
- New York State Wills (2 pages)
- Card Indexes Description (1 page)
- Helpful Hints for Preserving Your Family Collections
- Pre-Civil War (2 pages)



NEW YORK STATE LIBRARY GENEALOGICAL SERVICES

TRACING YOUR IMMIGRANT ANCESTORS

There is a wide diversity of resources available for researching an immigrant. The following references are only some basic tools of research. Library call numbers have been included for your convenience.

GETTING STARTED

"Tracking Immigrant Origins," in Arlene H. Eakle & Johni Cerny, The Source: a guidebook of American Genealogy, Salt Lake City, UT: Ancestry Publishing Co., 1984, pp. 453-516. (R, 929.1072073, qS724, 84-35448)

Miller, Olga K. Migration, Emigration, Immigration Principally to the United States and in the United States. 2 vol. Logan, UT: Everton, 1981. (R, 016.929373, qM649, 79-23513). This bibliography lists many sources of information about immigrants. An excellent starting place.

NATURALIZATION RECORDS

COLONIES:

Before 1775, England, among other countries, naturalized individuals in the American colonies. "Naturalizations of Foreign Protestants in the American Colonies Pursuant to Statute 13 George II, c.7," edited by M.S. Gucseppe in Volume 24 of the Huguenot Society of London's [Publications] Quarto Series (J, 284.5, qH892) lists immigrants naturalized in the American colonies during the eighteenth century.

Scott, Kenneth. Denizations, Naturalizations and Oaths of Allegiance in Colonial New York. Baltimore: Genealogical Publishing Co., 1975. (A, 929.3747, S427, 76-285). Denization is a British term referring to an alien admitted to residence and to certain rights of citizenship in a country.

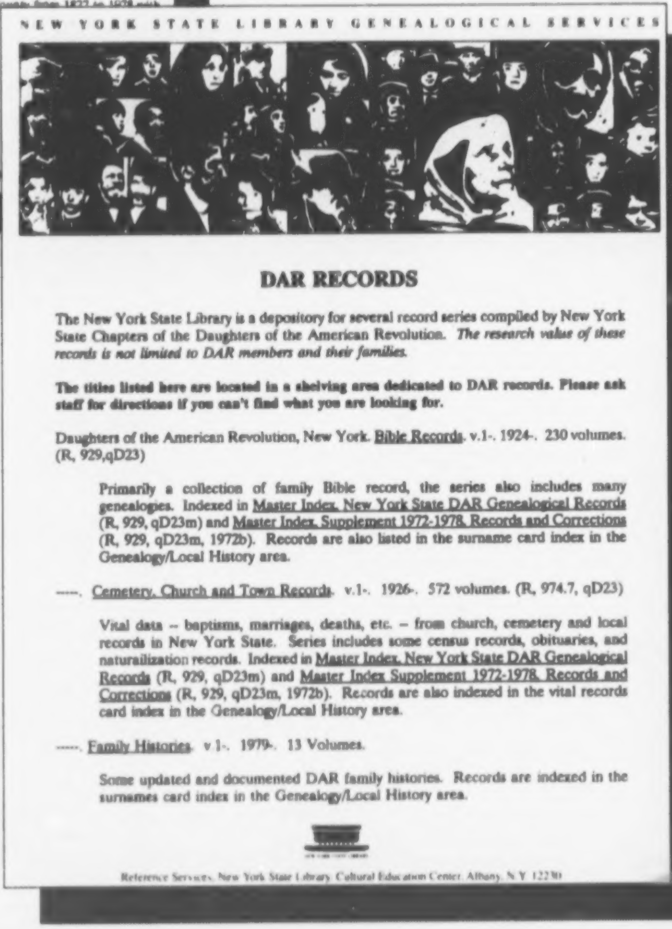
ALBANY:

The Albany Hall of Records holds Naturalizations and Declarations of Intentions for Albany C
indices. The address is 250 South Pearl Street, Albany, NY 12203, (518) 447-4500. Search
4pm.

UPSTATE NEW YORK:

Naturalization records of upstate New York for the period before 1906 are usually found in
generally filed in the county clerk's office of the county where the proceedings occurred.

Reference Services, New York State Library, Cultural Education Center, Albany, N



NEW YORK STATE LIBRARY GENEALOGICAL SERVICES

DAR RECORDS

The New York State Library is a depository for several record series compiled by New York State Chapters of the Daughters of the American Revolution. *The research value of these records is not limited to DAR members and their families.*

The titles listed here are located in a shelving area dedicated to DAR records. Please ask staff for directions if you can't find what you are looking for.

Daughters of the American Revolution, New York. Bible Records. v.1-. 1924-. 230 volumes. (R, 929,qD23)

> Primarily a collection of family Bible record, the series also includes many genealogies. Indexed in Master Index, New York State DAR Genealogical Records (R, 929, qD23m) and Master Index, Supplement 1972-1978, Records and Corrections (R, 929, qD23m, 1972b). Records are also listed in the surname card index in the Genealogy/Local History area.

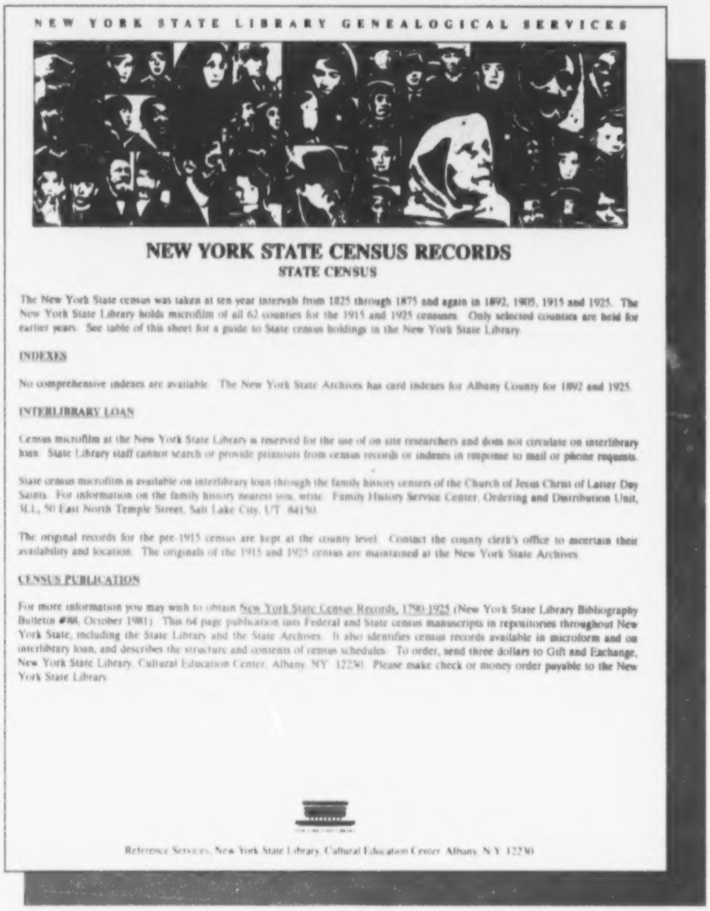
----. Cemetery, Church and Town Records. v.1-. 1926-. 572 volumes. (R, 974.7, qD23)

> Vital data -- baptisms, marriages, deaths, etc. -- from church, cemetery and local records in New York State. Series includes some census records, obituaries, and naturailization records. Indexed in Master Index, New York State DAR Genealogical Records (R, 929, qD23m) and Master Index Supplement 1972-1978, Records and Corrections (R, 929, qD23m, 1972b). Records are also indexed in the vital records card index in the Genealogy/Local History area.

-----. Family Histories. v.1-. 1979-. 13 Volumes.

> Some updated and documented DAR family histories. Records are indexed in the surnames card index in the Genealogy/Local History area.

Reference Services, New York State Library, Cultural Education Center, Albany, N.Y. 12230



NEW YORK STATE LIBRARY GENEALOGICAL SERVICES

NEW YORK STATE CENSUS RECORDS
STATE CENSUS

The New York State census was taken at ten year intervals from 1825 through 1875 and again in 1892, 1905, 1915 and 1925. The New York State Library holds microfilm of all 62 counties for the 1915 and 1925 censuses. Only selected counties are held for earlier years. See table of this sheet for a guide to State census holdings in the New York State Library.

INDEXES

No comprehensive indexes are available. The New York State Archives has card indexes for Albany County for 1892 and 1925.

INTERLIBRARY LOAN

Census microfilm at the New York State Library is reserved for the use of on site researchers and does not circulate on interlibrary loan. State Library staff cannot search or provide printouts from census records or indexes in response to mail or phone requests.

State census microfilm is available on interlibrary loan through the family history centers of the Church of Jesus Christ of Latter Day Saints. For information on the family history nearest you, write: Family History Service Center, Ordering and Distribution Unit, 3LL, 50 East North Temple Street, Salt Lake City, UT 84150.

The original records for the pre-1915 census are kept at the county level. Contact the county clerk's office to ascertain their availability and location. The originals of the 1915 and 1925 census are maintained at the New York State Archives.

CENSUS PUBLICATION

For more information you may wish to obtain New York State Census Records, 1790-1925 (New York State Library Bibliography Bulletin #88, October 1981). This 64 page publication lists Federal and State census manuscripts in repositories throughout New York State, including the State Library and the State Archives. It also identifies census records available in microform and on interlibrary loan, and describes the structure and contents of census schedules. To order, send three dollars to Gift and Exchange, New York State Library, Cultural Education Center, Albany, NY 12230. Please make check or money order payable to the New York State Library.

Reference Services, New York State Library, Cultural Education Center, Albany, N.Y. 12230

Send this order form and your check (made out to **New York State Library**) to New York State Library, Documents/Gift and Exchange, Cultural Education Center, Albany, New York 12230. Please indicate the quantity of each title you are ordering.

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__ Surnames — A Pathfinder (2 pages)
__ Adoptees (2 pages)
__ Tracing Your Immigrant Ancestors (2 pages)
__ DAR Records (2 pages)
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__ New York State Wills (2 pages)
__ Card Indexes Description (1 page)
__ Helpful Hints for Preserving Your Family Collections — Pre-Civil War (2 pages)

Your name and mailing address:

____ entire sets @ $7.00 = _________
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Total Due_________

REGENTS ADVISORY COUNCIL ON LIBRARIES REPORT TO THE BOARD OF REGENTS CULTURAL EDUCATION COMMITTEE

May 23, 1991

Last May we discussed with you opportunities for Regents and Department leadership in the year of the 1990 Governor's Conference on Library and Information Services and problems library systems faced as they began another year without an increase in State aid. Your actions in the ensuing weeks helped the Legislature enact, in July 1990, the long-delayed State aid increase, which would become effective in 1991. From that point forward, your Council dealt with a series of discussions on State policy and programs, each focussing on opportunities as well as the severe problems our State and communities faced because of the State's fiscal crises and the uncertain economy.

This is a tough year. Funds are inadequate to meet current costs in libraries and library systems, peoples' expectations for library service are higher as a result of the Governor's Conference, and a recession inevitably causes more people to turn to libraries. At the same time, we and people concerned about libraries — staff, trustees, users and public officials — look to a different future because we know our libraries are important to all the people of the State and the communities in which they live. In this report, we will touch on several policy matters that require our joint attention to achieve that future.

A New Compact for Learning

We support the broad program outlined in the *New Compact for Learning*, particularly its emphasis on learning outcomes, the concept of shared and greater community responsibility in education and the recognition that libraries have important roles in the education of children from preschool to high school and beyond. As individuals we participated in several regional meetings on the *New Compact* last fall. As a Council we discussed successive drafts and concepts that this document articulated. We are pleased that you spelled out a stronger role for libraries and other cultural institutions as you developed and clarified the *New Compact*.

The Council is gratified that the Regents are taking a new look at ways in which public libraries and schools can work together more productively and that partnerships are being proposed to improve learning. Both children and parents will be served by expanding library services to preschool children and their parents. Lifelong reading best begins in the preschool years and must be strengthened in the school years by cooperation between classroom teachers and school library media specialists. Furthermore, cooperative planning between schools and public libraries in Summer reading programs will provide the essential continuum children need.

For us, one of the most exciting parts of the *New Compact* is your description of what you want to achieve with students. You expect students who are

> curious, questioning, restless, thoughtful, eager to use mind and imagination to investigate something new...self-directed and self-disciplined.

This description mirrors the goals of how school library

WHAT IS THE REGENTS ADVISORY COUNCIL ON LIBRARIES?

The Regents Advisory Council on Libraries advises the Regents regarding library policy and works with the officers of the State Education Department in developing a comprehensive statewide library and information policy. The Council also makes recommendtions to the Regents concerning the implementation of that policy. The Council is the oldest continuing advisory body to the Regents, having been established on June 5, 1894, "to serve as a library council with whom the University officers may consult whenever the advice or cooperation of experts may be desirable."

The Board of Regents, the Commissioner of Education and the State Librarian* recognize the Council as the principal continuing source of advice to the Department on matters concerning library services and programs. The Council is broadly representative of libraries and statewide constituencies served by the New York State Library. Under State law, the Regents are responsible for education and The University of the State of New York. The RAC advises the Regents on that policy.

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*The State Librarian's formal title is "State Librarian and Assistant Commissioner for Libraries."

WHAT DOES THE REGENTS ADVISORY COUNCIL DO?

The Council meets for an all-day session five times a year (September, November, January, March and May). The Council's principal advisory functions center on recommendations for legislative action and Commissioner's Regulations; reviewing drafts of Department and Regents documents, statements and plans to gauge their impact on libraries; and evaluating and monitoring statewide services and programs. The Council monitors staffing levels in both Divisions of the New York State Library and in the Bureau of School Library Media Programs. The Council initiates action, such as the projects to update standards for public and school libraries.

The preparation of the Council's annual report to the Regents Cultural Education Committee furnishes a focus for review and discussion of current issues of concern to the Council, the Regents and the library field. The Report (which is published in the Summer issue of *The Bookmark*) identifies problems and usually recommends specific actions to the Regents.

Although no member of the Council represents a particular organization or library, members of the Council act as informal liaisons to the organizations and constituencies of which they are a part. The Council operates under bylaws. All Council meetings are open to the public, and the Education Department Office of Communications announces each meeting.

Members who have completed Council terms (1979-1990)

Daniel W. Casey, Tyrone Cannon, John P. Connolly, William Cox, Charles D. Custer, Helen Flowers, Andrew Geddes, Carol Kearney, Irving L. Kessler, Nancy C. Kranich, Anna Mary Lowery, Bernice MacDonald, Elizabeth Manion, Richard Panz, Burton Ramer, Stanley A. Ransom, Carlton C. Rochell, Nina Root, John Rothman, Jean St. Clair, John B. Smith, Lucille C. Thomas, Janet M. Welch, and James G. Womack.

media centers provide students with the opportunity and freedom to explore, to investigate and to be self-directed learners and seekers of knowledge. We know libraries are the best place to ensure that students continue to participate in their own learning.

Moving from the goals and principles of the *New Compact* to specific changes in schools is a different challenge. You are embarking on a fundamental change — a change that places unprecedented responsibility on local decision makers. We believe that school boards and other local people must do their planning and goal setting with the widest possible view of education in an information society, a global economy and a world in which our population is increasingly mobile.

Further Regents Leadership is Needed

Regents and Department leadership is needed to provide a solid foundation for local decision makers. If local decisions are not broad-based or informed, the Regents goals for children's learning could be impossible to reach. In this light, we urge you to take another look at mandates. Mandates that get in the way of excellence in learning should be removed, but some mandates are needed if children are to achieve excellence.

The Regents and Department have a responsibility to outline appropriate resource requirements for effective school library media services — staff, up-to-date collections and budgets that keep up with inflation. These are important items to be included in the proposed "Annual Resource Adequacy Report," which will ensure that districts have adequate resources to meet your goals. Specialists are needed by students and teachers if the goals of the *New Compact* are to be attained. We urge you to retain and update the requirement for well-trained, professional school library media specialists.

We were astonished and dismayed to learn that the Department had proposed, as a part of "mandate relief," combining the $2 per pupil school library materials aid with aid for computer software, hardware and textbooks. Reports and discussions at the Governor's Conference pointed out that library collections are shockingly outdated and inadequate in many schools. District expenditures for library materials are not adequate in our largest districts nor in many rural communities. This is the only State aid for school library materials and is urgently needed.

We are opposed to consolidating school library materials aid with other school aid because it would risk losing assistance for school library resources. We also believe it is inaccurate to consider school library materials aid as a "mandate." We see the $2 per pupil library materials aid as a supplement and perhaps an incentive for local expenditure. There is nothing in the law that mandates a district to accept the aid, but the aid should continue to be available to districts that wish to use it for the purpose for which the Governor and the Legislature have provided it.

The Council was pleased to learn that you set the consolidation proposal aside in April and are not advocating it this year. In 1992 we trust that you will seek an increase in the school library materials aid as it is now constituted.

Planning tasks that local people must address under the *New Compact* suggest another way that school library systems may be important to the Regents. School library systems have in place mechanisms for resource sharing and a precedent for district level planning and evaluation. The *New Compact* teams, at the building and district level, should include school library media specialists who have been using the school library systems and are aware of the wide range of people, materials and institutions that can be tapped for instruction and learning.

The Regents have led the nation in fostering school library systems as educational resources. These systems, which teachers and students access through the school libraries in their own buildings, link teachers and learners to the rich collections available through the statewide network of libraries. These systems make it possible for teachers to be creative and incorporate library resources within subject areas. We think the concept you articulated in 1984 that library and information skills instruction be a part of all content areas is fundamentally sound and urge you to reaffirm it.

We realize that Department staff have not completed work on learning outcomes related to the lifelong learning that libraries support. We have encouraged the Bureau of School Library Media Programs staff to focus on lifelong learning and participation in a democratic society. As discussed with you last May, we urge the Regents to outline their vision of how a school library media program will help students achieve information literacy in today's data driven, electronic information society. We share your goal of graduating high school students who will be able to find information, solve problems and pursue their own learning.

Public Libraries and Standards

We are concerned about the opportunities and challenges facing public libraries. In 1986, you encouraged us to make recommendations for updating public library standards, which have not been revised since 1950 (as well as recommendations for updating your 1928 school library media regulations). You will recall the extensive work the Committee on Minimum Public Library Standards did and the meetings they held with librarians and trustees throughout the State, which culminated in recommendations to you in August 1988.

In January 1989, you endorsed five of the proposed public library standards (principally relating to planning, reporting and accountability) and asked for consultation on funding strategies for those that required direct expenditures. We are glad to see that in 1989 and 1990 libraries moved closer to meeting the standards. We note that the Governor's Conference adopted Resolution CR1096, which urges the Regents to adopt standards recommended by the Committee on Minimum Public Library Standards. We urge the Regents to take action on public library standards before the end of 1991 and, at the least, formally adopt the five standards you endorsed in 1989.

The Study of Library Systems and Services

Following the study of library systems by King Research, Inc. and a series of meetings in the Fall of 1989, the Division of Library Development and Bureau of School Library Media Programs staff developed, for the Regents, the paper, "Library Systems in New York State: Toward the 21st Century." We discussed the concepts of this paper as it was being developed and have continued our discussions following the September 1990 library systems conference and other meetings for trustees and librarians.

We believe the King findings on effectiveness of the systems and recommendations for improved efficiencies, attention to costs, greater member participation and responsibility take on increased importance in a period of limited resources. We endorse the concept of a dual mission for systems: (1) service to members and (2) participation in the statewide network. We have reviewed and advised on the proposed Action Plan. We understand that you will have an initial discussion of the Action Plan on May 23. The library field is ready for change. We will work with Department officials on implementing policy and the actions now proposed.

Library Education

The Council notes the leadership of the Regents in the participation of Regents Chodos and Cooper at the November 1990 conference on library education, certification and recruitment, "Following Dewey's Paths." A shortage of librarians, lack of a professional cadre that reflects the cultural, racial and ethnic diversity of the State's population, will become an incasing problem in New York State over the next few years. We are concerned about the status of education for librarianship in New York State. The recent decision by Columbia University's trustees to close the School of Library Service in 1993 has implications for Regents programs and library services.

One hundred years ago, the Regents prevented the closing of the library school at Columbia (the first in the nation, established by Melvil Dewey in 1887) and supported its move to Albany where it operated under the auspices of the State Library until 1926, when the program was returned to Columbia. The School of Library Service is an international school. Its graduates are leaders in New York State, the nation and the world. Of greatest concern with the closing of the School of Library Service is that there would no longer be a doctoral program in New York City. In fact, the only doctoral programs in library and information sciences would be those in Syracuse and the State University Centers in Albany and Buffalo. We urge the Regents to support the school's move from Columbia to an institution of higher learning in the New York City metropolitan area.

The "Following Dewey's Paths" conference generated many creative ideas and endorsed the concepts outlined by Mr. Shubert and Ms. Dyer in their paper, "An Additional Means of Delivering Library Education." We encourage the Regents to secure the resources needed for continued work on developing the proposal they advanced. This is an important part of responding to Governor's Conference resolution FCR2004, which urges the Regents to "develop a statewide plan that will insure the recruitment, education and continued professional growth at all levels of a culturally diverse group of librarians and other information professionals to meet the needs of our diverse State."

As you consider State policy and action to meet critical shortages in the professions, we urge you to acknowledge library service as a critical service area and provide scholarship funds for professional study. We believe that alternative financing is needed to help students defray the cost of a graduate library education. We also believe that the plan urged in FCR2004 requires redefinition of the profession to acknowledge the changes brought about by library technology, a changing workforce and the demands of an information society. The role of support staff within libraries will become more important and require inexpensive and flexible methods of training.

Governor's Conference on Library and Information Services

We appreciated the Regents and Education Department support for the Governor's Conference on Library and Information Services. The Council was particularly pleased that Commissioner Sobol and several Regents participated in the August 28 regional Governor's Conferences. Regents Brown, Chodos and Cooper were delegates to the November Governor's Conference.

Many of the Governor's Conference resolutions urge action on the part of the Regents (and, in some cases, offer conflicting advice). While a good deal of attention shifts to the July 1991 White House Conference, we will continue to monitor the New York resolutions and bring to your attention those that bear on Regents action and Department programs.

We also look to the New York delegation to carry to the White House and Congress the needs of New York and are pleased that Regents Chodos and Cooper, Commissioner Sobol, Deputy Commissioner Huxley, Ms. Cade and Mr. Shubert will be participating in the White House Conference. Dr. Lopato, Mr. Robbins and Mr. Wedgeworth, of your Council, are also members of the 36-member New York delegation, and Ms. Steiner is an alternate delegate.

Literacy

The New York delegation will consider Federal policy issues related to "Library and Information Service for Literacy" at the White House Conference in July. Delegates are convinced that it is not enough to *learn* reading skills; one must read to be literate. Libraries help people gain independence in reading. Also, they are important *places* for the people who, for one reason or another, do not want to go to a school, but find the public library a hospitable place for independent and tutored learning.

We are aware that the Regents will be considering a major policy paper on literacy. Because of our long-standing interest in the way in which libraries promote literacy and because of the interest the Governor's Commission on Libraries has taken in library services and literacy, we trust you will enable the Council to comment on that paper before acting on it.

Additionally, we recognize that Governor Cuomo has proposed major changes in the way adult literacy programs are funded and that Congress is considering a new comprehensive literacy policy. We believe that the interests of adult learners are best met when there is articulation between literacy instruction and public library use. The Council urges that you delineate a clear library role in comprehensive literacy policy. We advise you to exercise leadership in seeing that public libraries are eligible for access to State and Federal funds earmarked for literacy and adult education.

Funding and Essential Library Services

As indicated earlier, these are "tough times." Limited funding presents major problems for libraries across the State in 1991-92.

The State Library is no exception. We hope that by the time we meet with you in May, the State will have a 1991-92 budget in place and that it will provide resources needed for the State Library's services. The Governor's proposed budget would force termination of two important State Library services: (1) it would no longer be able to provide complete microfiche sets of State publications in the State Documents Depository
System, and (2) public access through NYSILL to such important resources as those of the Engineering Societies Library, American Museum of Natural History, and such independent universities as Columbia, Cornell and New York University.

We also urge the Regents, as the trustees of the State Library, to monitor the service and staffing levels of the Research Library and the Library Development Division. The Library has continuously lost staff over the last three years and the Library Development Division has lost one-third of its professional staff. The result is diminished service to the people and libraries of the State.

As Chair of the Council, Mr. Cloudsley is a member of the Regents Visiting Committee on the New York State Library. In that capacity, in January, he had an "inside look" at the Library's collections, services and automation. We concur with the Visiting Committee's recommendations for relating library services to State priorities, collaboration with other State and Federal agencies, development of a Center for the Book, and networking.

Libraries of all types are feeling the financial pinch just at a time when library use is increasing. In July 1990, after four years of zero increases, the Legislature and Governor approved a modest increase in State aid to libraries, over a three-year period starting in 1991-92. However, the Governor's budget for 1991-92 calls for a decrease in State aid. If approved by the Legislature, this budget reduces aid to libraries below that of 1986. Yet, libraries are serving more people. Public library circulation alone was 98 million in 1986 and more than 110 million in 1990.

The Council knows that you are aware of these facts. We believe that you stated an appropriate priority for library legislation in your January 23 statement on library aid: "Appropriation and release of all library and library systems aid currently authorized in statute, including the $5 million in Chapter 917 of the *Laws of 1990*." It is important that all concerned with libraries in higher education understand the difficulties academic libraries would face with the reduction of Bundy aid. Similarly, public libraries, which draw 71 percent of their support from local government, face reductions because of the Governor's proposed 50 percent cut in aid to local governments. We count on your continued help and leadership as we deal with resource problems at all levels.

Conclusion

We appreciate this opportunity to present our mutual concerns. The Council is privileged to serve as the oldest continuing advisory body to the Regents. Our undertakings as a Council continually remind us of the diverse and far-reaching responsibilities you carry as Regents and make us more appreciative of your commitment to libraries as an integral part of lifelong learning. We look forward to hearing from you on May 23 about your objectives and the areas in which you would find our advice most useful this next year.

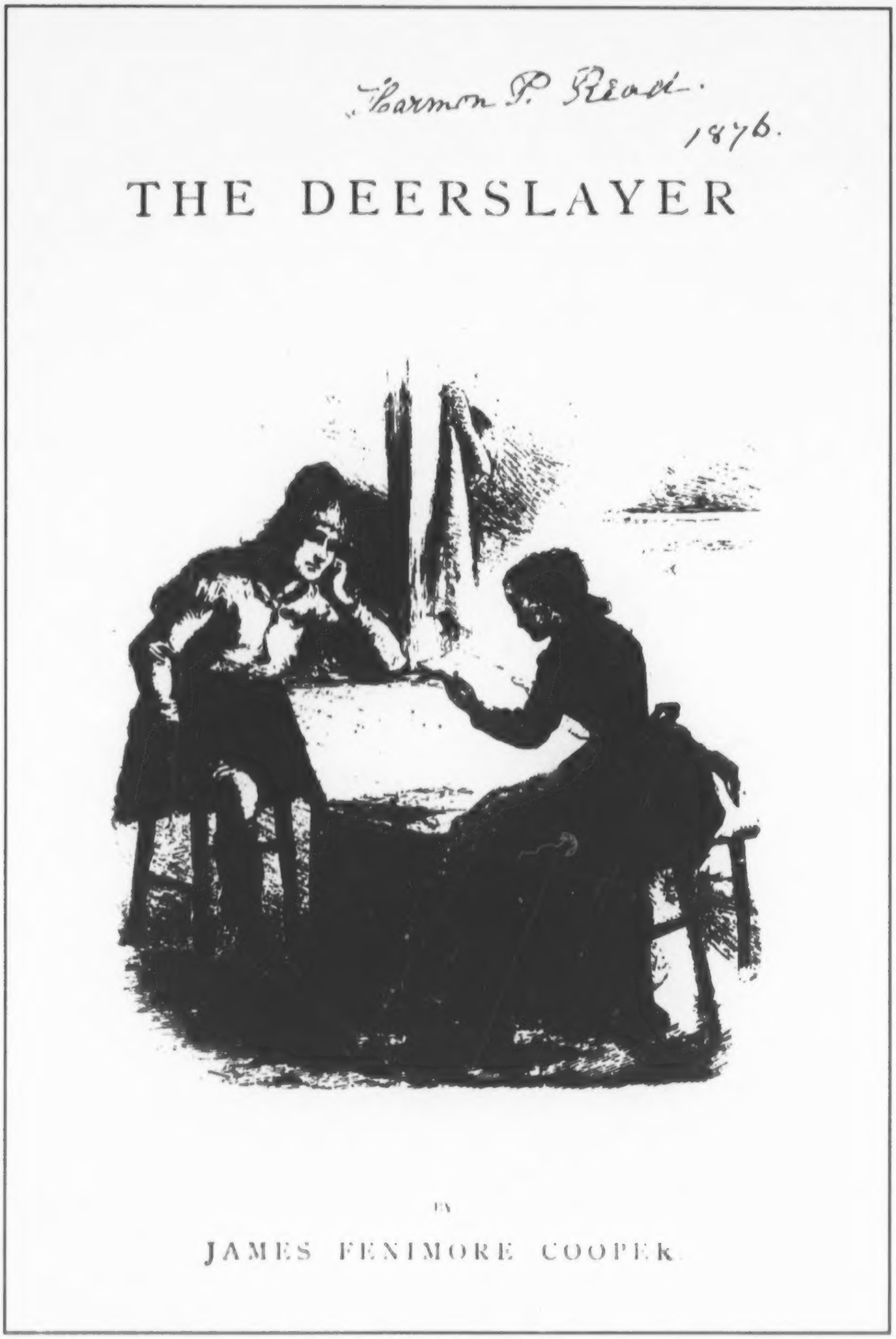
THE REGENTS ADVISORY COUNCIL ON LIBRARIES

Donald H. Cloudsley, Chairperson
Bruni Vergés, Vice Chairperson
Evelyn Brandon
Esther Lopato
Zebulon Robbins, Jr.
Janet Elaine Steiner
Robert Wedgeworth
Kenneth Weil
Corinne Wightman

AN INVITATION...

All persons interested in library service in New York State and in the New York State Library are invited to share their ideas on State policy on libraries with members of the Council. Send them to any member of the Council or to:

Joseph F. Shubert, Secretary
Regents Advisory Council
on Libraries
New York State Library
Albany, New York 12230



Harmon P. Read.
1876.

THE DEERSLAYER

BY

JAMES FENIMORE COOPER.

This page is from a volume in the State Library's distinguished collection of 19th century American literature. The original owner of this copy of *The Deerslayer* was Harmon Pumpelly Read (1860-1925). Mr. Read, a native of Albany, was a community leader and supporter of the Young Men's Association of Albany and its library, the predecessor of the Albany Public Library. He was an expert in genealogy and heraldry. The State Library has the Read family papers in its Manuscripts and Special Collections section. This prominent New York state family included a Signer of the Declaration of Independence as well as a U.S. Minister to 'Greece and to France. The papers reflect the extensive activities of this family.

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COMING IN *The Bookmark*

The next issue of *The Bookmark* will include several papers and reports on the July 1991 White House Conference on Library and Information Services and library service developments in summer 1991. The Fall 1991 issue, edited by Betty Morris, Associate Professor at the Palmer School of Library and Information Science at Long Island University, C.W. Post Campus, will describe changes taking place in school library media services. Titled "School Library Media Program Connections for Learning," it will examine changes taking place in schools and the expanded environment in which school library media programs operate today.

RECENT ISSUES

Winter 1991	Clarifying and Defining Library Services
Fall 1990	Imagination and the Magic of Libraries
Summer 1990	Law Library Service in the 1990s
Spring 1990	Conference Briefs
Winter 1990	New York Library Association Centennial
Fall 1989	Library and Information Science Education for an Information Society
Summer 1989	Perspectives 1989
Spring 1989	Uncovering Information: Subject Access to Information
Winter 1989	Libraries in the Tradition of Freedom of Expression
Fall 1988	Serving Business in an Information Economy
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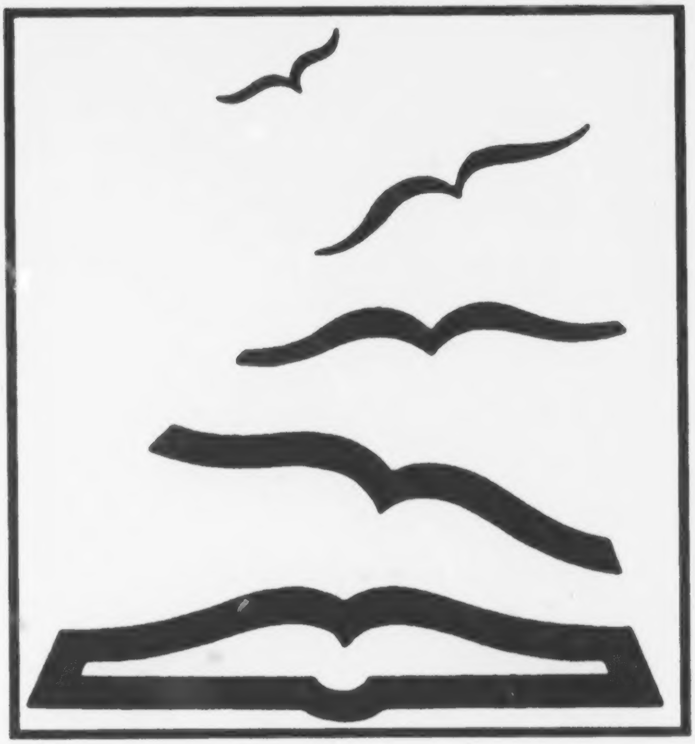

The New York State Library is a primary repository for publications pertaining to the history and development of New York State and would appreciate notification from librarians, authors and historical societies of publications available by purchase or gift. Correspondence should be directed to: Humanities Reference Service, New York State Library, Cultural Education Center, Albany, NY 12230.

* * *

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* * *

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